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ABSTRACT

Public Law 93-508 directed the Administrator of Veterans' Affairs to conduct a thorough study and investigation of the administrative difficulties and opportunities for abuse that would be occasioned by enactment of some forms of variable tuition assistance allowance program, and to submit a report within a year. The report contains: background information on the law itself, especially those parts pertaining to vocational rehabilitation, the GI Bill, and dependent's education; provisions for education benefits and workload; a summary and detailed analysis of a survey of persons receiving educational benefits under the law; results of a survey of public reaction to methods of benefits payment; an examination of the abuses and problems both of the World War II benefits program and to be anticipated in administering a separate tuition assistance program; information on the advisory committee that will continue work on the assistance programs; and the study's conclusions and recommendations. Appended to the report are 180 pages of data and letters that are the result of the surveys taken for the study. (MSE)

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94th Congress
2d Session

HOUSE COMMITTEE PRINT NO. 86

VETERANS' ADMINISTRATION STUDY OF PROPOSED TUITION ASSISTANCE PROGRAMS

A REPORT SUBMITTED TO THE 94TH CONGRESS BY THE ADMINISTRATOR OF VETERANS' AFFAIRS, NOVEMBER 1975, AS REQUIRED BY PUBLIC LAW 93-508

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

Public Law 93–508 directed the Administrator of Veterans' Affairs to conduct a thorough study and investigation of the administrative difficulties and opportunities for abuse that would be occasioned by enactment of some form of variable tuition assistance allowance program.

The law further directed that a report of the results be furnished the President and the Congress not later than one year after the date of the Act.

The report is published here in its entirety.

RAY ROBERTS,
Chairman, Committee on Veterans' Affairs.

VETERANS ADMINISTRATION
OFFICE OF THE ADMINISTRATOR OF VETERANS AFFAIRS
WASHINGTON, D.C. 20420

November 21, 1975

LETTER OF TRANSMITTAL

To the President of the United States, the President of the Senate, and the Speaker of the House of Representatives:

In accordance with the provisions of Section 105 of Public Law 93-508, I have the honor of submitting this report of the 1975 Education Tuition Assistance Study.

RICHARD L. ROUDEBUSH
Administrator

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SECTION I. REQUEST FOR STUDY

The Administrator of Veterans Affairs was directed to conduct the 1975 Education Tuition Assistance Study by Section 105 of Public Law 93-508 enacted December 3, 1974. An extract of Section 105 follows.

Section 105. (a) The Administrator shall carry out directly a thorough study and investigation of the administrative difficulties and opportunities or (for) abuse that would be occasioned by enactment of some form of variable tuition assistance allowance program, with reference to such difficulties and abuses experienced by the Veterans Administration after the end of World War II in carrying out the provisions of Veterans' Regulation Numbered 1 (a), relating to the payment of tuition and related expenses for veterans of World War II pursuing a program of education or training under the Servicemen's Readjustment Act of 1944, and to any such difficulties and abuses presently being experienced by the Veterans Administration in carrying out existing tuition assistance programs under Title 38, United States Code, including Chapter 31 vocational rehabilitation, correspondence courses, flight training and PREP, and of ways in which any such difficulties and abuses could be avoided or minimized through legislative or administrative action so as to ensure an expeditious, orderly, and effective implementation of any tuition assistance allowance program.

(b) In carrying out the study and investigation required by subsection (a), the Administrator shall consult with and solicit the views and suggestions of interested veterans' organizations, educational groups and associations, persons receiving assistance under Chapters 31, 34, 35, and 36 of Title 38, United States Code, other Federal departments and agencies, and other interested parties.

(c) The Administrator shall report to the Congress and the President not later than one year after the date of enactment of this Act on the results of the study and investigation carried out under this section, including any recommendations for legislative or administrative action.

SECTION II. BACKGROUND

A. General. Education benefits are provided under three separate programs, namely, Vocational Rehabilitation - Chapter 31, GI Bill - Chapter 34, and Dependents Education - Chapter 35 of Title 38, United States Code. Background on each of the programs follows.

B. Vocational Rehabilitation -- Chapter 31. Program for veterans other than dishonorably discharged from military service with service-connected disabilities.

1. Legislation. Laws which provided basic education assistance for various periods of active military service are:

o Public Law 16, 78th Congress, effective March 24, 1943 for service in the Armed Forces from September 16, 1940 through July 25, 1947.

o Public Law 894, 81st Congress, effective February 1, 1951 for active service between June 27, 1950 and January 31, 1955.

o Public Law 137, 89th Congress, effective October 1, 1965 for service from February 1, 1955 and continuing.

2. Purpose. Vocational Rehabilitation program provides counseling, vocational guidance, and training benefits to veterans for restoration of employability lost by reason of service-connected or aggravated disability for which compensation is payable.

3. Entitlement. Service-connected disabled veterans may receive up to 48 months of education or training -- longer if prescribed by the Administrator -- to restore employability.

4. Allowances. Full cost of training (customary tuition, fees, books, supplies and necessary equipment) is paid by VA directly to the institution, with subsistence allowance paid to the veteran while in training and for two months after rehabilitation. Full-time subsistence benefit for single veteran started at $80 in 1943 and has been periodically increased to the present $209 monthly allowance by Public Law 602, 93rd Congress. Lesser amounts are paid for part-time

training. Additional amounts are paid to veterans with dependents. Section III contains detailed description of current benefits.

C. GI Bill -- Chapter 34. GI Bill is a term used to identify the program created by a series of legislative enactments which have provided education benefits for World War II, Korean conflict, Peacetime Post-Korean conflict, Vietnam era and Post-Vietnam era veterans. Since June 1966, service personnel have also been eligible for training benefits while on active duty in the Armed Forces.

1. Legislation. Three laws which provided basic education assistance for various periods of active military service are:

o Servicemen's Readjustment Act of 1944, PL 346, 78th Congress, which became law June 22, 1944 for World War II service in Armed Forces from September 16, 1940 through July 25, 1947.

o Veterans' Readjustment Assistance Act of 1952, PL 550, 82nd Congress, effective August 20, 1952 for Korean conflict service between June 27, 1950 through January 31, 1955.

o Veterans' Readjustment Act of 1966, PL 358, 89th Congress, effective June 1, 1966 for service from February 1, 1955 and continuing.

2. Purpose. The purpose of each of the three laws has been to provide a program of readjustment assistance for all veterans returning to civilian life whose education or training has been impaired, delayed, interrupted, or interfered with by reason of active military service, or those who desire a refresher or retraining course.

3. Entitlement. Each of the three laws required a minimum service period (90 days for the first two and more than 180 days for the third law), plus a discharge under other than dishonorable conditions. World War II GI Bill provided a minimum of one year of training plus one month for each month of active duty up to a maximum of 48 months. Korean conflict entitlement was 1 1/2 times active duty service up to a maximum of 36 months. Current bills provide entitlement for training at the rate of 1 1/2 times active duty service

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up to a maximum 36 months entitlement. The third law is more liberal in the sense that it: provides maximum entitlement after 18 months of service and allows up to nine months additional entitlement for completion of undergraduate studies; provides full benefits without charge to entitlement for training necessary to complete high school, required refresher, remedial or deficiency courses; provides free tutorial assistance, a work-study program and education loans; and allows up to ten years after discharge to initiate and complete training. PL 346 and PL 550 delimiting dates were nine and eight years respectively and final cutoff date was January 31, 1965. In-service personnel are eligible to start using benefits after serving a minimum of 181 days of continuous active duty. Another way in which the last law is more liberal than the original law is that there is no ceiling on combined earnings and training allowance as there was for World War II GI Bill trainees.

4. Allowances. Historically, veterans education assistance for school trainees has consisted of variable payments toward the cost of tuition and subsistence, however, the method of calculating and paying benefits has differed. Generally, two methods have been used: (1) tuition allowance up to a maximum allowable rate calculated and paid directly to the school with separate subsistence allowance paid to the trainee; and (2) a single level monthly payment sent directly to the trainee that represents assistance toward the total cost of subsistence and school charges. The first of these two methods was used for World War II trainees. As of April 1, 1948, veterans were paid a subsistence allowance of $75 a month without dependents, $105 for veterans with one dependent and $120 for veterans with more than one dependent; and payments were made to the school not in excess of $500 per ordinary school year for customary costs of tuition, books, supplies, equipment and other fees for full-time institutional training. Accelerated training with additional charge to entitlement was permitted. Lesser amounts were paid for part-time training and there was a ceiling on combined earnings and subsistence allowance. No subsistence was paid a trainee having gross monthly earnings of $210 for veteran with no dependents; $270 for veteran with one dependent; $290 for veteran with two or more dependents. Lesser amounts were paid when the combined subsistence and earnings exceeded those limits.

Due to abuses, frauds, and problems experienced in administering the World War II program (see Section VI) Congress provided education assistance to Korean and Vietnam veterans and dependents under the second method. Effective September 1, 1974, full-time school trainees received a single level monthly payment for both purposes of $270 a month without dependents, $321 a month for trainee with one dependent, $366 a month for trainee with two dependents, and $22 a month for each additional dependent. Lesser amounts are paid for part-time training. Section III provides detailed description of current benefits.

D. Dependents Education -- Chapter 35. Program of education assistance for certain children, wives, or widows.

1. Legislation. Public Law 634, 84th Congress, effective October 1, 1956; Public Law 631, 90th Congress, effective December 1, 1968; and Public Law 584, 91st Congress, effective December 24, 1970.

2. Purpose. To provide training assistance for wives or widows and children of veterans whose death is attributed to service-connected causes or whose service-connected disability is rated permanent and total. Also, spouses and children of service personnel who are missing in action or interned by a hostile foreign government for more than 90 days.

3. Entitlement. Basic entitlement is up to 36 months of full-time training in approved schools and on-job training programs.

4. Allowances. Dependents receive the same benefits as single veterans under the GI Bill -- effective September 1, 1974, full-time school trainees receive monthly assistance of $270 toward school costs and subsistence. Lesser amounts are paid for part-time training.

SECTION III. EDUCATION BENEFITS AND WORKLOAD

A. Benefits.

1. Vocational Rehabilitation - Chapter 31. Full cost of training (customary cost of tuition, fees, books and supplies) for service-connected disabled veterans is paid by the VA directly to the school. They are also provided counseling assistance in selecting a suitable objective and planning a program of rehabilitation training. While in training they are provided continuing help by vocational rehabilitation specialists. Employment assistance is provided following completion of training. In addition to the full cost of training, they receive a subsistence allowance while in training and for two months after rehabilitation. Amount of subsistence allowance depends on the type of training and dependency status. Lesser amounts are paid for part-time training. Table below shows monthly subsistence rates in effect March 1975 for the various training categories.

Monthly Subsistence Allowance Rates -- March 1975

Type of Training	No Dependents	One Dependent	Two Dependents	Each Additional Dependent
Institutional Full-Time	$209	$259	$304	$22
Institutional 3/4 Time	157	194	229	17
Institutional 1/2 Time	105	130	152	11
Farm Cooperative, Apprenticeship, or Other On-Job Training 1/	182	220	254	17

1/ Subsistence allowance for apprentice or other on-job training may not exceed the difference between the monthly wage, exclusive of overtime, and the entrance journeyman wage for the objective.

2. GI Bill - Chapter 34. Trainees are paid a single level monthly payment that represents assistance toward both the cost of training and living expenses (subsistence). Lesser amounts are paid for part-time training. Counseling assistance is available. VA sponsors a work-study program that enables full-time veteran students to earn up to $1875 per fiscal year for services performed during or between periods of enrollment. There is no limitation on earnings. A loan program provides for a maximum loan of up to $600 per academic year with liberal repayment and interest provisions. Table below shows monthly rates in effect during March 1975 for the various training categories.

Monthly Rates for Veterans and In-Service Personnel - March 1975

Type of Course	No Dependents	One Dependent	Two Dependents	Each Additional Dependent	In-Service Personnel
Institutional:					
Full-Time	$270	$321	$366	$22	$270 1/
3/4 Time	203	240	275	17	203 1/
1/2 Time	135	160	182	11	135 1/
Less than 1/2 but More than 1/4	135 1/	---	---	--	135 1/
1/4 Time or Less	68 1/	---	---	--	68 1/
Cooperative:					
Full-Time Only	217	255	289	17	2/
Farm Cooperative:					
Full-Time	217	255	289	17	2/
3/4 Time	163	191	218	13	2/
1/2 Time	109	128	145	9	2/
On-the-Job and Apprenticeship:					
1st 6 Months	196	220	240	10	2/
2nd 6 Months	147	171	191	10	2/
3rd 6 Months	98	122	142	10	2/
4th and Succeeding 6 Month Periods	49	73	93	10	2/

Flight Training: Allowance payable is 90% of the established charge for tuition and fees. Entitlement is charged at the rate of one month for each $270 allowance paid.
Correspondence: 90% of established charge for number of lessons completed. Allowances paid quarterly. Entitlement is charged at the rate of one month for each $270 allowance paid.
1/ The rate for these courses may not exceed the monthly pro rata cost of the course as specified in VA Regulation 14136(B), or the rate listed here, whichever is the lesser.
2/ These courses are not available to in-service personnel.

3. Dependents Education - Chapter 35. Basic rates for dependents are the same as for veterans without dependents under the GI Bill. In addition, special restorative training is provided (full-time only). Restorative training rate may be accelerated with corresponding reduction of entitlement. Basic monthly rate of $270 may be increased by the amount which monthly tuition and fee charges exceed $85. Entitlement is reduced by one day for each $9.02 paid in excess of the basic $270 monthly rate.

B. Workload.

1. Persons in Training. Following table shows the persons in training with composition by full-time, part-time and correspondence for Vocational Rehabilitation - Chapter 31, GI Bill - Chapter 34, and Dependents Education - Chapter 35 programs as of April 30, 1975. Table also shows breakout of trainees in "combination" and "single purpose" education allowance categories. Combination education allowance is defined as the payment received by that category of trainees whose allowance is to be used toward payment of both tuition and subsistence, e.g., college or residence school trainees attending on a half-time or more basis. Single purpose education allowance is defined as the payment received by that category of trainees whose allowance is limited to cost of course such as tuition for service personnel in training; veterans or dependents training less than half-time, flight, or correspondence training; and allowance representing subsistence only for on-job training. Most pending or previously proposed tuition assistance legislative proposals would have been applicable only to the combination education allowance category.

8-

PERSONS IN TRAINING BY PROGRAM OF TRAINING AS OF APRIL 30, 1975

Basis for Education Allowance and Training Time or Correspondence Status

(Thousands)

Program	Total	Full-Time	Resident Part-Time	Correspondence
Total - All Programs				
Persons in Training	1,871.0	1,041.5	548.8	280.8
Combination Allowance 1/	1,391.6	916.4	475.1	
Single Purpose Allowance 2/	479.5	125.0	73.6	280.8
Vocational Rehabilitation (Chapter 31)				
Persons in Training	16.2	13.7	2.5	
Combination Allowance	15.5	12.9	2.5	
Single Purpose Allowance	.8	.8		
GI Bill (Chapter 34)				
Veterans in Training	1,698.0	964.2	519.1	214.7
Combination Allowance	1,314.6	849.3	465.3	
Single Purpose Allowance	383.4	114.9	53.9	214.7
Service Personnel in Training (Single Purpose Allowance Only)	94.2	9.1	19.2	65.9
Dependents (Chapter 35)				
Persons in Training	62.6	54.5	7.9	.3
Combination Allowance	61.5	54.2	7.3	
Single Purpose Allowance	1.2	.3	.6	.3

NOTE: Totals may not add due to rounding.

1/ Combination education allowance includes funds to be used toward payment of subsistence and tuition. Includes all veterans and dependents in school training except those in flight or correspondence training and veterans or dependents training on a less than half-time basis.

2/ Single purpose education allowance provides funds only for tuition for all service personnel in training, for veterans or dependents in flight or correspondence training, and veterans or dependents training on a less than half-time basis. Funds for subsistence only are provided for on-job training.

2. Other Education Data. Appendix E is copy of Information Bulletin 20-75-5, Veterans Benefits under Current Educational Programs, April 1975, which contains detailed statistical data about the VA education programs.

SECTION IV. SURVEY OF PERSONS RECEIVING EDUCATIONAL BENEFITS

A. Study Protocol and Procedures.

1. Scope. The survey was designed to obtain the views of trainees enrolled under Chapters 31, 34, and 35, concerning various alternative methods of providing VA educational assistance.

2. Study Population. The study population is limited to residence school trainees who were in training in March 1975 on a half-time or greater basis. All other current trainees would not be directly affected by the proposals for alternative methods of providing educational assistance. The study population consists of 1,316,737 persons 1/ who were training under programs authorized under Title 38, United States Code, as follows:

- Post-Korean veterans training under Chapter 34 - 1,244,210
- Service disabled veterans taking rehabilitation training under Chapter 31 - 11,588
- Eligible spouses and sons or daughters training under Chapter 35 - 60,939

Trainees not included in the study population are those taking:

- Flight training
- Farm training
- Apprentice or other on-job training
- Residence school trainees enrolled on less than a half-time basis
- Chapter 31 trainees in Hawaii or the Philippine Republic
- Correspondence training

1/ These counts differ slightly from those discussed in Section III which are as of April 30, 1975, whereas the survey is based on persons in training during March 1975.

o Any trainees in foreign countries

The vast majority of trainees in the study population were attending college. Chapter 35 trainees have the higher percentage (91.4 percent) attending college, followed by Chapter 34 (88.6 percent) and Chapter 31 (82.4 percent). Trainees, whether in college or in other residence schools, are heavily concentrated in public institutions. An exception is noted for other residence school trainees under Chapter 31 (see Appendix A, Table 1) where the trainees in private schools outnumber those in public schools.

3. Sampling Plan and Procedure. The study population was partitioned into components or cells. Each Chapter (e.g., 31, 34, 35) contains four cells. The characteristics and sample size of these cells are as follows:

	Sample Size		
Cell	Chapter 31	Chapter 34	Chapter 35
COLLEGE			
Public institution	500	1,000	500
Private institution	500	1,000	500
OTHER RESIDENCE SCHOOLS			
Public institution	500	1,000	500
Private institution	500	1,000	500

A sample of trainees was taken from each of the three chapters for each of four cells. Five hundred trainees were selected at random from Chapters 31 and 35 for each cell. Each Chapter 34 cell contains 1,000 trainees. The total sample size was 8,000 trainees.

4. Survey. A questionnaire was sent to each of the 8,000 trainees selected in the sample. Most of the questions were of the multiple choice type. Questions on sources of income, amount of expenses and credit hours taken required a numeric response. Trainees who failed to respond to the initial questionnaire were sent a second one. This version contained the same questions as the initial questionnaire, but had a different cover letter. A third and final questionnaire was sent to residual nonrespondents. Appendix B contains the initial questionnaire with the two additional variations of the cover letter.

The cover letter explains the broad purpose of the survey, gives brief instructions concerning completing and returning the document, and makes a pledge of confidentiality regarding individual responses.

General information explaining the reason for the survey and explaining the differences in method and amount of payment for Current Benefits is given on page two of the questionnaire.

5. Responses. There were 5,912 trainees who responded with a properly completed questionnaire. This represents an overall 73.9 percent response rate. When discounted for 364 trainees whose questionnaires were returned by the Post Office as undeliverable, the adjusted response rate increases slightly to 77.4 percent. Trainees under Chapter 35 responded at a slightly higher rate than trainees from Chapter 31 or Chapter 34 (see Appendix A, Table 1). The unadjusted response rates were fairly uniform, ranging from a low of 65.0 percent for Chapter 31 trainees in private residence schools other than college to a high of 81.8 percent for Chapter 35 trainees attending a private college or university.

B. Survey Conclusions. The following conclusions were drawn based on responses to survey data submitted by persons receiving VA educational benefits:

o Practically all the trainees (19 of 20) under Chapters 34 and 35 prefer their current payment system. Most of the Chapter 31 trainees (7 of 8) prefer their current payment system.

o Location of school and field of study offered were reported to have been more important considerations than cost of tuition in the veterans' choice of training facility. However, trainees under the GI Bill tend to seek the lowest cost schools and therefore have a lower average cost for tuition and fees than is average for all residence school trainees, within both the public school and the private school categories.

o Veterans who train in private colleges under the GI Bill tend to find training opportunities which have an average cost of tuition and fees which is much lower than is average for all trainees in private colleges.

o Hardly any trainees (less than three percent) reported that they entered training because of the extra income they would get while in training. Most trainees said that they entered training for reasons related to improvement of their competitive status in the labor market.

C. Summary of Findings.

1. General Information. Most trainees under VA education programs said that they entered training for reasons related to improvement of their competitive status in the labor market. Less than three percent said that they were attracted by the prospect of extra income while in training (training allowances provide extra income over and above the cost of training).

More than half of the GI Bill trainees in residence schools on a half-time or greater basis (52.5 percent) selected their school on the basis of geographic location. The next most important reason for choice of school was the field of study provided. The school's reputation and the low cost of tuition were each cited as the principal reason for selection of their school by almost one of ten trainees under Chapters 34 and 35 (where the trainees pay their own tuition from the standard education assistance allowance).

The most striking difference between the three VA education programs in respect to type of school attended is that veterans training under the GI Bill tend to utilize junior colleges 1/ to a greater extent than trainees under the other two programs (43.7 percent for Chapter 34; 21.5 percent for Chapter 31; and 29.5 percent for Chapter 35). Conversely, the other two programs had a larger percentage of trainees in undergraduate schools other than junior colleges (46.5 percent for Chapter 31; 55.0 percent for Chapter 35; and 32.1 percent for Chapter 34).

Comparison of average tuition payments for full-time college trainees under the GI Bill with data provided by the Office of Education representing all full-time undergraduate

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1/ Nationwide, there was a dramatic increase in the usage of junior colleges under the GI Bill during the last year, from 45 percent in April 1974 to 58 percent in April 1975 (see VA Department of Veterans Benefits Information Bulletins 20-74-3, April 1974, and 20-75-5, April 1975.

students, indicates that rates paid by veterans are substantially lower than the average for all undergraduate students, particularly those enrolled in private schools. These data indicate that veterans tend to seek schools with lower charges both within the public school group and within the private school group. This is particularly true for veterans who entered college during the past year when the preponderance of new entries were in public junior colleges.

2. Veterans Preference for Benefits Payment Procedure. When trainees under Chapter 31 and trainees under Chapters 34 and 35 were asked whether they would like to change their current benefits payment procedure for a procedure comparable to one being used to pay those trainees under the "other" VA education program, approximately 92 percent of the Chapter 31 trainees and 95 percent of the trainees under Chapters 34 and 35 indicated that they would prefer to keep their current payment procedure.

The approximately five percent of the Chapters 34 and 35 trainees who expressed desire to change their payment system were asked other questions concerning payment preferences. Their responses are summarized as follows:

o Trainees generally would prefer that tuition and fees be paid directly to the school when a separate allowance is provided for the cost of tuition.

o Only two of five public school trainees whould elect a separate payment of tuition and fees if such payment were limited to $700 per regular school year.

o Nearly half of the private school trainees would want payment of at least $3,000 for tuition and fees per regular school year if separate payment were to be authorized.

o More than half the trainees were opposed to a payment formula which would limit payment for tuition and fees to 80 percent of the school's yearly tuition and fees charged, up to $1,000 after excluding the first $100 of tuition and fees.

o Two of five responding trainees indicated that they would change to a higher cost school if separate payment

for tuition and fees were authorized. (To place this preference in proper perspective, it is necessary to recognize that the trainees giving an affirmative answer to this alternative represent less than three percent of the total number of respondents to the survey, including those who favor the current payment system.)

o Nearly two of three respondents agree that a full semester should be charged to a trainee's entitlement when he/she terminates his/her enrollment early, but after the tuition refund period has expired.

o About three of five college trainees would favor a provision for accelerated payment of tuition and fees with a proportionate reduction of their training entitlement, while approximately three of five trainees in other residence schools would oppose such a provision.

o More than seven of ten respondents oppose a ceiling on their combined gross earnings and education assistance allowance. Since this provision was an integral part of the World War II benefits payment system, it would appear that even trainees who ostensibly favor the earlier payment system are, on balance, opposed to it.

D. Detailed Analysis of Survey Data.

1. General. Before asking the trainees to express a preference between various alternative methods of providing VA educational assistance, several questions were asked to establish the trainees principal reason for entering training and for his/her choice of school, the type of school currently attended and his/her year of academic attainment.

2. Principal Reason for Entering Training. The principal reason for entering training differs substantially between the three VA education programs (see Appendix A, Table 2).

a. Trainees under the GI Bill (Chapter 34) were primarily concerned with increasing their education or vocational skill (62.0 percent), while a lesser percentage of GI Bill trainees wanted to learn a new profession or skill (24.5 percent).

b. Service disabled veterans taking vocational rehabilitation training (Chapter 31) were more concerned with learning a new profession or skill (45.5 percent), while a lesser percentage were seeking to increase their education or vocational skill (40.2 percent). This larger percentage seeking a new profession or skill is no doubt due to the limiting effect of their service-connected disabilities which make it necessary for them to change their type of job.

c. Veterans' survivors and dependents, training under Chapter 35, reported the largest proportion wanting to increase their education or vocational skill (75.4 percent) with a much lesser percentage seeking to learn a new profession or skill (16.3 percent); this indicates that a higher proportion of Chapter 35 trainees are beginners in the labor force.

It is particularly interesting to note that less than three percent of the trainees in either of the three VA programs reported that they entered training to obtain extra income while in training (VA allowance provides an income over and above the cost of training).

3. Principal Reason for Selection of School. More than half of the GI Bill trainees (52.5 percent) selected their school on the basis of its geographic location; slightly more than 2 of 5 trainees under the other two VA education programs cited this reason. The next most important reason for choice of school was "the field of study" provided (see Appendix A, Table 3). The school's reputation and the low cost of tuition were each cited as the principal reason for selection of their school by almost one of ten trainees under Chapters 34 and 35 (where the trainee pays his/her own tuition from the standard education assistance allowance).

4. Type of School Attended. The most striking differences between the three VA education programs as regards the type of school attended is that veterans training under the GI Bill tend to utilize junior colleges to a greater extent than trainees under the other two programs (43.7 percent for Chapter 34; 21.5 percent for Chapter 31; and 29.5 percent for Chapter 35). Conversely, the other two programs had a larger percentage of their trainees enrolled in undergraduate schools other than junior college (46.5 percent for Chapter 31; 55.0 percent for Chapter 35; and 32.1 percent for Chapter 34). The percentage enrolled in graduate school was

relatively low for all three programs (6.8 percent for Chapter 31; 5.7 percent for Chapter 34; and 2.6 percent for Chapter 35). Of the three programs, Chapter 31 had the highest percentage of trainees attending business, vocational or trade schools (see Appendix A, Table 4).

5. Class Standing of College Level Trainees (Spring 1975). Two-thirds of the GI Bill college level trainees (Chapter 34) are in the first or second year of undergraduate or first professional training. Service disabled veterans taking vocational rehabilitation training under Chapter 31 have the highest percentage of college trainees in the fourth year of undergraduate or first professional training (see Appendix A, Table 5).

6. Cost of Tuition and Fees, Books, Supplies and Equipment per School Year. The average cost for school expenses during the school year for full-time trainees is shown in Tables 6 and 7 of Appendix A for veterans who reported an amount for such expenses. However, comparison of these average or median tuition payments with data provided by the Office of Education (Department of Health, Education and Welfare) representing all undergraduate college students indicates that the rates paid by veteran college trainees are substantially lower than the average for all undergraduate college students. This is particularly true for full-time trainees attending private schools.

Average tuition and fees for a full-time undergraduate trainee in school year 1974-75 was estimated by Office of Education to be $2,381 in private colleges and $482 in public colleges (see Table 45 in Projection of Educational Statistics to 1983-1984, 1974 edition, National Center for Education Statistics, Publication No. 75-209). In contrast, the average tuition and fee charges reported for full-time veteran college trainees in this survey was $1,396 for trainees in private schools and $418 for those in public schools.

More than one of five (21.5 percent) of the full-time Chapter 34 trainees attending a private college report paying tuition and fees of less than $750 per school year. A special attempt was made to contact these veterans and determine whether the data were correctly reported. The results of this follow-up review indicate that most of these trainees are either in a special program (such as the College Accelerated Program for Police Officers at New York Institute of

Technology, Old Westbury) or are attending a private college or university which charges a very low tuition (typically, a bible college, seminary or religious affiliated school). Some private colleges have a special low rate for residents of a particular jurisdiction. However, the data had been incorrectly reported for some veterans. Deletion of the incorrectly reported cases would have the effect of reducing the 21.5 percent by approximately five percentage points, indicating that about one of six, rather than one of five, veterans in a private college or university are paying less than $750 per school year for tuition and fees. An in-depth study would be required to obtain information on a sufficiently large group to firmly establish the differences in amount of tuition and fees paid to private colleges and universities by veterans and nonveteran students.

A further observation concerning the amount of tuition paid by veterans is that many veterans apparently paid no tuition, particularly those in public colleges. We cannot distinguish on a definitive basis between questionnaires which are blank in question six because the veteran did not wish to report the information and those which are blank because there is no expenditure for tuition and fees. However, the difference in the percentage of total cases in that category between the various sample cells might be interpreted to indicate that some cells have a disproportionately large number of veterans who are paying no tuition (see Appendix A, Table 8). The significant implication for this study is that such veterans would receive substantially less financial support from the VA if separate payments were made for tuition and subsistence, similar to the plan used for Chapter 31 trainees.

7. Veterans Income and Living Expenses While in School. Although the questionnaire included questions on income and living expenses while in school, those data are not presented in this report. The diversity of situations involving number of dependents, working spouses, and training time must be taken into account before these data can be accurately assessed. The sample size used for this study proved to be inadequate to support this depth of analysis for items of income and expense.

8. Veterans Preference for Benefits Payment Procedure. Persons training under the three VA educational programs are paid benefits on two basically different systems. The first

system, used for payment of trainees under Chapter 31, represents a continuation of the payment system used under the original GI Bill for WW-II veterans. Basically, this system pays all school costs directly to the school and gives the veteran a monthly subsistence allowance for use toward payment of his living expenses. The other system, used in payment of benefits to trainees under Chapters 34 and 35, makes a single payment to the trainee each month for all purposes, school charges as well as living expenses. Although this report considers several variations of these two systems, basically the choice the trainee is asked to make is between these two payment systems. In making this choice, it is likely that the trainee was strongly motivated by his assumptions as to which payment system would be most lucrative for him/her.

In questions eight and nine of the questionnaire (see Appendix B), Chapter 34 or 35 trainees are asked whether they wish to retain their current payment system or change to the other basic payment system. Trainees reporting that they prefer to retain the present system were not asked to respond to alternative innovations of the system they would reject (see questions 10 through 16 of Appendix B).

9. Service Disabled Trainees Enrolled Under Chapter 31. An overwhelming majority (86.8 percent) of the Chapter 31 trainees indicated a preference for their present payment system. Another 4.9 percent preferred their current payment system except that they would like the payment for tuition to go through their hands on the way to the school. Less than one in ten Chapter 31 trainees wish to shift to the payment system used for the GI Bill trainees, with one exception; slightly more than one of ten public school trainees would like to change to the GI Bill payment system (see Appendix A, Table 9).

When responses are counted by type of school in which the trainee is enrolled, a larger proportion (about one of six) of the junior college trainees would like to shift to the GI Bill payment system. It is obvious that these are trainees who would gain most from such a change since they generally pay lower than average tuition and could pocket the difference (see Appendix A, Table 10).

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10. Trainees Enrolled Under Chapters 34 and 35. Nearly 19 of 20 trainees under Chapters 34 or 35 favor retention of the present benefits payment system (see Appendix A, Table 11); however, trainees in private schools tend to favor a change to the other basic payment system at twice the rate of trainees in public schools (9.5 percent versus 4.6 percent for Chapter 34 trainees). Little difference exists between college students and other residence school trainees in terms of percent favoring retention of the present system (see Appendix A, Tables 12 and 13). When a comparison is made by type of school attended, trainees in graduate school expressed the highest preference (13.9 percent) for a shift to the other basic payment system (see Appendix A, Table 14).

11. Responses to Specific Hypothetical Situations Concerning Payment of Education Benefits. Trainees enrolled under Chapters 34 and 35 who indicated a preference for a change in the present method of payment were asked to express further preferences in a series of questions related to specific alternative methods of payment for VA education assistance. Since only a small percentage (about 5 percent) of the trainees expressed a preference for a change in the present method of payment, the number of veteran responses concerning these alternative methods of payment is correspondingly small. These responses represent the views of trainees who expressed a preference for a changed method of payment and their preferences are not necessarily applicable to the larger number of trainees who prefer to keep their current system of payment.

a. First Hypothetical Situation. Trainees were asked whether they would prefer that the Veterans Administration make payment of tuition and fees directly to the school or directly to the trainee. More than six of ten (60.8 percent) trainees preferred that the tuition and fees payment be sent directly to the school. Among Chapter 35 trainees, the choice was more evenly divided (see Appendix A, Table 15).

b. Second Hypothetical Situation. Trainees were asked to indicate whether they would prefer separate payment of tuition and fees if the amount of such payment were to be the actual cost of tuition and fees charged by the school, up to several alternative specified limits. Trainee preference was tabulated on the basis of the lowest hypothetical amount for which the trainee gave an affirmative response (i.e., threshold of preference for separate payment of tuition and fees).

Only one of five trainees (20.8 percent) in private schools would elect separate payment of tuition and fees if such payment were limited to $700 per regular school year, compared to two of five trainees (41.0 percent) in public schools who would elect separate payment at that payment level. Conversely, nearly half of the private school trainees (48.3 percent) would want payment of at least $3,000 for tuition and fees compared to one of five public school trainees (20.2 percent) who specified that payment level (see Appendix A, Table 16).

c. Third Hypothetical Situation. Trainees were asked whether they would still prefer separate payment for the cost of tuition and fees if the amount of the VA payment were to be limited to 80 percent of the school's yearly tuition and fee charges up to $1,000 after excluding the first $100 of tuition and fees. More than half (57.0 percent) were opposed to this payment formula. As expected, the percent of trainees opposed was higher among those who were paying more than $1,000 in tuition and fees than among those paying less than $1,000 (67.3 percent versus 52.6 percent, respectively). See Appendix A, Table 17.

d. Fourth Hypothetical Situation. Trainees who responded affirmatively to any alternative in situations two or three above were asked if they would change to a higher cost school if that alternative were to be enacted into law (see Appendix A, Table 18). Two of five responding trainees indicated that they would change to a higher cost school. To place this preference in proper perspective it is necessary to recognize that the trainees giving an affirmative answer to this alternative represent less than three percent of the total number of respondents to the survey (including those who favor the current payment procedure).

e. Fifth Hypothetical Situation. Trainees were asked whether or not they agree that a full semester should be charged against a trainee's entitlement if he/she terminates his/her enrollment early, but after the tuition refund period has expired. Nearly two of three respondents to this alternative (65.0 percent) agreed that a full semester should be charged (see Appendix A, Table 19).

f. Sixth Hypothetical Situation. Trainees were asked whether they would favor a provision for accelerated payments for tuition and fees with proportionately greater

reduction of their training entitlement. Most respondents to this question who are in college (63.5 percent) favor this proposal, while the majority of trainees in other residence schools (59.2 percent) oppose it (see Appendix A, Table 20).

g. Seventh Hypothetical Situation. Trainees were asked whether they would agree that, as under the World War II GI Bill, a ceiling should be placed on the combined amount of education assistance and gross monthly earnings; trainees whose gross monthly earnings while in school exceed a reasonable living expense as established by law would receive full support for tuition and fees but the amount which the Veterans Administration would pay for subsistence would be reduced or eliminated by the ceiling.

More than seven of ten respondents to this question (70.7 percent) oppose a ceiling on their combined earnings and education assistance allowance (see Appendix A, Table 21). Since this provision was an integral part of the World War II benefits payment system, it would appear that even trainees who ostensibly favor the earlier system are, on balance, opposed to it.

12. Sampling Error. Table 22 of Appendix A contains standard errors for varying combinations of sample size and estimated percentages (P). Standard errors from this table are applicable to situations where there are two classes or categories and the percentage in each category, when summed, equal one hundred percent.

In order to obtain the applicable standard error from Table 22, determine the sample size of the group (of trainees) under consideration (see Appendix A, Table 1). If the actual sample size falls between those given in Table 22, use the smaller of the two. Similarly, if the estimated percentage falls between the values given in the tables, select the standard error from the column containing the larger of the two percentages. This procedure tends to provide an estimate of the standard error that is slightly greater than the actual standard error.

To obtain a 95 percent confidence interval around the percentage estimated from the sample, multiply the standard error obtained from Table 22 by 1.96. Add to and subtract from the percentage this amount. The resulting figures provide the upper and lower limits of the confidence

interval. As an example, suppose we are interested in the percent of Chapter 34 private school trainees who prefer a payment procedure comparable to the Chapter 31 procedure (see Appendix A, Table 11) versus those who prefer the present system. From Table 11, the percent of private school trainees who prefer the procedure comparable to Chapter 31 is 9.5 percent. From Table 1 the number of Chapter 34 private school trainees who responded to the survey is 1,432 (767 college level plus 665 other residence school respondents). Since the number of respondents for these private school trainees falls between 1,250 and 1,500, select the lower of the two (i.e., 1,250). The 9.5 percent perferring Chapter 31 procedure falls between 5 percent and 10 percent, therefore, select the larger of the two percentages (i.e., 10 percent). The standard error is 0.8 percent for a sample size of 1,250 and a percentage of 10. Multiply the standard error by 1.96 to obtain a 95 percent confidence interval of 9.5 plus and minus 1.6 percent. The range of this confidence interval is from 7.9 percent to 11.1 percent. We, therefore, have 95 percent confidence that the true percentage of Chapter 34 private school trainees who prefer a payment procedure comparable to the Chapter 31 procedure is between 7.9 and 11.1 percent.

Standard errors for mean tuition and fees in Table 6 are shown in Table 23 and standard errors for mean cost of books and supplies in Table 7 are shown in Table 24.

SECTION V. SURVEY OF PUBLIC REACTION TO METHOD OF BENEFITS PAYMENT

A. Participation Rate. Forty-four organizations were sampled to survey public reaction to the method of benefits payment for VA education programs. Sample included 11 Veteran Organizations, 4 Federal Agencies, and 29 Education Groups. Survey participation rate was a low 41 percent as only 18 of the 44 solicited indicated preferences to specific items identified for comment in the letter. Six respondents declined comment for lack of competence, resources, or a formal position on these matters. Table below shows survey participation by type of organization contacted.

Organization	Letters Sent	Responses	Preferences Indicated	Participation Percentage
Veteran Organizations	11	5	4	36.4
Federal Agencies	4	4	4	100.0
Education Groups	29	15	10	34.5
Total	44	24	18	40.9

B. Letter to Organizations. Appendix C shows a copy of the letter and contains a listing of organizations surveyed. Although our inquiry was unstructured, our letter requested that they address their comments to specific items under following three general categories to aid our analysis and summarization of responses:

- o Calculation and Payment of Education Assistance
- o Administrative Procedures
- o Other Comments

Not all organizations indicated preferences for all items, therefore, the number of preferences by item may not equal

total (18) indicated above. Succeeding paragraphs provide a summary of responses by item under the three categories. Copies of all responses received by November 20 are included as Appendix D.

C. Calculation and Payment of Education Assistance. Items identified in subsequent paragraphs were directed toward some alternate methods of calculating and paying education assistance benefits.

1. Payment Plan Preferred. Data below summarizes responses to item: "State your preference between (1) having separate tuition allowance with reduced subsistence, or (2) continuing present combined level payment plan. Give reasons supporting your choice."

Organizations Preferring Separate Tuition Allowance with Reduced Subsistence:

Federal Agency	- 1:	Department of Labor
Education Groups	- 2:	Association of American Universities Association of American Colleges
Total	3	

Organizations Preferring Present Combined Level Payment Plan:

Federal Agencies	- 3:	Department of Defense Department of Health, Education and Welfare Department of the Treasury
Education Groups	- 5:	American Association of State Colleges and Universities National Association of State Universities and Land Grant Colleges Mid-America State Universities Association National Association of State Approving Agencies Council of North Central Community and Junior Colleges
Total	8	

Another seven organizations did not reply to the question as presented, however, all imply favoring separate tuition allowance with some modifications. Their comments are interpreted as falling in the following two categories:

Organizations Favoring Separate Full Tuition Allowance Without Reduction in Existing Education Allowance:

Veteran Organizations	- 2:	Catholic War Veterans American Veterans of World War II-Korea-Vietnam (AMVETS)
Education Group	- 1:	American Association of Community and Junior Colleges
Total	3	

Organizations Favoring Separate Limited Tuition Allowance Without Reduction in Existing Education Allowance:

Veteran Organizations	- 2:	The American Legion Veterans of Foreign Wars
Education Groups	- 2:	American Council on Education Great Lakes Colleges Association
Total	4	

2. Reasons Cited by Organizations Preferring Separate Tuition Allowance. Replies include:

- o Higher tuition costs at private institutions
- o Increases student's choice of school
- o Avoids student receiving support in excess of charges
- o Would equalize subsistence allowance for all VA trainees
- o Should help correct enrollment ratio of veterans and nonveterans at independent schools
- o Separate tuition payments would help equalize opportunity for veterans education in all states regardless of state education systems

o Veterans attend low cost public institutions as very few can afford private colleges and universities

o Would eliminate confusion as to amount allowed for subsistence and/or tuition and fees

3. Reasons Cited by Organizations Preferring Combined Payment Plan. Responses include:

o A single combined payment check minimizes record keeping and results in lower administrative costs for schools and the government

o Provides equal education benefits for all veterans and dependents under GI Bill

o Makes individuals responsible for tuition payments instead of having schools act as collection agents

o Affords students, at their option, the flexibility of using education allowance for contribution toward tuition or subsistence costs, as needed

o Combined payment is noninflationary -- variable tuition rewards proprietary schools charging high tuition and encourages increased charges

o Schools would tend to raise fees under separate tuition allowance

o Veterans are treated as any other student and school does not deal with the government

o Variable tuition plan is discriminatory against low-tuition colleges and the taxpayers who support them

o Variable tuition plan invites "fly-by-night" profit-making schools to spring up and take advantage of GI benefits

o Could delay receipt of tuition payments by the schools

4. Payment Recipient Preferred. Organizations indicated preference for having separate tuition payments sent directly

to the school by their response to item: "If you favor separate tuition payments, indicate your choice, giving reasons, of having payments sent (1) directly to the school, or (2) directly to the student."

Organizations Favoring Separate Tuition Payments Sent Directly to the School:

Veteran Organizations	- 3:	The American Legion Catholic War Veterans AMVETS
Federal Agency	- 1:	Department of Labor
Education Groups	- 5:	Association of American Universities Association of American Colleges American Council on Education American Association of Community and Junior Colleges Great Lakes Colleges Association
	Total 9	

Organization Favoring Separate Tuition Payments Sent Directly to the Students:

Veteran Organization	- 1:	Veterans of Foreign Wars
	Total 1	

5. Reasons Cited by Organizations Favoring Separate Tuition Payments Sent Directly to the Schools. Reasons include:

o One check, a consolidated voucher for all veterans, to the school each semester to minimize paperwork

o Give the institution better control

o Student would not have to worry about payment of fees in accordance with deadline and penalties

o It is more difficult to collect tuition and fees from veterans than any other identifiable group

6. Reason Cited by Organization Favoring Separate Tuition Payment Sent Directly to the Student. Single response cited was to avoid additional administrative costs.

7. Basis for Tuition Payment. Participants favored customary charges as basis for any tuition allowance based on response to item: "If tuition assistance provisions were enacted into law for all veterans and dependents, should payment be based on the school's customary charges for other similarly circumstanced students? For example, a state resident should not be charged out-of-state rates. If you do not agree with customary charges, what basis of payment would you propose?"

Organizations	Customary Charges For	Customary Charges Against	Other Proposal
Veteran Organizations	1		1 1/
Federal Agencies	4		
Education Groups	5	—	—
Total	10	0	1 1/

8. Accelerated Payment of Benefits. Organizations were queried about acceleration of benefits by the following item: "If you favor separate tuition payments, would you also favor inclusion of a provision for accelerated payment of benefits with proportionate reduction of entitlement? Example: Assuming that the maximum tuition allowance is $1,000 per regular school year and cost of tuition is $2,000 per school year, should the student have the option to request payment of the full $2,000 with a charge of two regular school years against entitlement? It should be recognized that this option would shorten the normal entitlement period."

Organizations Favoring Accelerated Payment of Benefits:

Veteran Organization	- 1:	The American Legion
Federal Agency	- 1:	Department of Labor
Education Groups	- 4:	American Council on Education American Association of Community and Junior Colleges Great Lakes Colleges Association Association of American Universities
Total	6	

1/ One Veteran Organization (AMVETS) favors tuition paid to the institutions on a fee basis negoitated between the Veterans Administration and the institutions of higher learning.

If accelerated payment of benefits is enacted, two Education Groups (American Council on Education and American Association of Community and Junior Colleges) propose that the precautionary measure of one-on-one counseling be included to insure that the veteran understands fully the implications of accelerated payments with reduction of entitlement.

Organizations Against Accelerated Payment of Benefits:

Veteran Organization	- 1:	Catholic War Veterans
Education Group	- 1:	Association of American Colleges
Total	2	

D. Administrative Procedures. Paragraphs 1 through 5 pertain to administrative actions associated with separate tuition payments.

1. Administrative Costs. Organizations unanimously agree that separate tuition payments would increase costs in their response to item: "Comment on the impact, additional costs, and administ ative burden to the schools and to the government of processing an estimated 2,500,000 separate tuition payments annually."

Organizations Foreseeing Increased Administrative Burden and Costs with Separate Tuition Payments:

Veteran Organizations	- 3:	Catholic War Veterans The American Legion AMVETS
Federal Agencies	- 4:	Department of Defense Department of the Treasury 1/ Department of Labor Department of Health, Education and Welfare

1/ Treasury estimates cost increase of about $325,000 annually to process 2,500,000 separate checks -- $75,000 for check preparation and $250,000 for mailing (based on 10¢ postage). Additionally, there would be increased costs in related administrative matters, such as processing a larger volume of nonreceipt claims, preparation of check issuance microfilm and check reconciliation and accounting documents. Personal service and non-personal service costs, including computer and other machine usage time, would also increase.

Organizations Foreseeing Increased Administrative Burden and Costs with Separate Tuition Payments: (continued)

Education Groups	- 7:	Mid-America State Universities Association Great Lakes Colleges Association National Association of State Approving Agencies American Council on Education American Association of Community and Junior Colleges Association of American Universities Association of American Colleges

Total 14

2. School Reporting Fees. Increase in school reporting fees could also be expected with separate tuition payments based on responses to following item: "Would school handling and certification of separate student tuition payments, procedures similar to advance payments, generate a demand for increased school reporting fees?"

Organizations Foreseeing Increased School Reporting Fees:

Veteran Organizations	- 2:	The American Legion Catholic War Veterans
Federal Agencies	- 2:	Department of Defense Department of Health, Education and Welfare
Education Groups	- 3:	American Council on Education Association of American Universities Mid-America State Universities Association

Total 7

Organizations Foreseeing No Increased School Reporting Fees:

Federal Agency	- 1:	Department of Labor
Education Groups	- 2:	Association of American Colleges American Association of Community and Junior Colleges

Total 3

3. Erroneous Certifications. All organizations responding to following item believe that schools should be liable for school errors: "Should the school be liable for tuition overpayments based on erroneous certifications by the school?"

Organizations Stating Schools Should be Liable:

Veteran Organizations	- 3:	The American Legion Catholic War Veterans AMVETS
Federal Agencies	- 3:	Department of Defense Department of Labor Department of Health, Education and Welfare
Education Groups	- 5:	American Council on Education Association of American Colleges Association of American Universities American Association of Community and Junior Colleges Great Lakes Colleges Association
Total	11	

4. Tuition Refunds. Education Groups indicate that 30 days is insufficient time for school processing of tuition refunds in answer to item: "Is it feasible to require schools to make tuition refunds within 30 days for persons failing to commence a program of education or for terminations within the school refund period? If your answer is no, what would be a reasonable time?"

Organizations Favoring Refunds in 30 Days:

Veteran Organizations	- 2:	The American Legion AMVETS
Federal Agencies	- 2:	Department of Defense Department of Health, Education and Welfare
Total	4	

Organizations Favoring Refunds in 60 Days:

Veteran Organization - 1: Catholic War Veterans

Education Groups - 3: Association of American Colleges
Association of American Universities
Great Lakes Colleges Association

Total 4

5. False Claims. Several suggestions were sent to the question: "Can you suggest procedures which would avoid or minimize false claims?"

Suggestions from Veteran Organizations:

o Tuition payments should not be made until the school certifies that the veteran is enrolled in and pursuing the approved educational objective

o Since most institutions of higher learning utilize computer operations, such data should be interrelated with VA computer centers for strict accountability

Suggestions from Other Federal Agencies:

o Require adequate certifications by the institutions

o Regarding abuses by the schools, make it known that VA conducts compliance surveys on a random sample basis -- and actually make such surveys on a continuing basis

o If tuition payments to schools are enacted, consider requiring the posting of a performance bond by the institution to protect the government's interest

Suggestions from Education Groups:

o Schools should make a proper certification that the veteran is enrolled and vigorously apply their suspension and probation policies

o Schools should not enroll veterans for continuation programs unless there is evidence of satisfactory completion of previous enrolled courses

o Require that schools perform post-term audits and provide certifications as to credit hours received or that progress has been made toward educational objective

o Require institutions to certify that eligible veterans are duly enrolled and in good standing, and make institutions liable for any erroneous overpayments

E. Other Comments. Organizations submitted other problem areas in response to item: "Describe anticipated problems pertaining to the payment of education tuition assistance allowances that you wish to bring to the attention of the Veterans Administration. Include your suggestions for eliminating or minimizing these problems through legislative or administrative action."

Submitted by Veteran Organizations:

o The development during the past five years at selected major universities and colleges of the so-called "university college" concept (where students can pursue a full course of accelerated study without specific attendance at scheduled classes but under the close supervision of "tutor/council/monitors" for assignments, and hard study assignments are completed, reviewed and evaluated either individually or in small groups by such counselors) provides an alternative method for eligible veterans to pursue courses of higher learning on flexible individualized schedule. Accountability for the use of the 45-month educational entitlement might require similar flexible accounting for the number of credit hours thus accomplished in distinction to a strict calendar 45-month basis.

This unquestionably would require additional legislation. The demonstrated success of these so-called off-campus accredited courses of study should be reviewed with the thought that necessary enabling legislation be introduced. The University of Maryland, in this area, has already had extensive experience with such studies as has the University of Wisconsin.

Submitted by Other Federal Agencies:

o Recommend a basic change in the system of calculating payments and depletion of entitlement for in-service personnel. Suggest that in-service entitlement charges be made in

proportion to monetary charges rather than according to the portion of a full-time program completed as is now done, i.e., adopt the same method used for correspondence courses.

o Since the approval criteria of state agencies vary widely, recommend that VA make tuition payments to in-service personnel for post-secondary courses taken only from institutions that are accredited by nationally recognized accrediting agencies and associations. Because in-service personnel are highly mobile, it is believed that above recommendation will permit greater acceptability of credit transfer and will reduce the number of in-service personnel who begin programs of doubtful value.

o An additional problem, pertaining to the payment of educational assistance allowances directly to the institution, could result in undue pressure on veterans through the use of sales media by marginal post-secondary institutions that might place their own enrollment quotas in a higher place than that of the educational need of the veteran.

Submitted by Education Groups:

o Suggest that consideration be given to the idea of forming a task force or an educational assistance advisory committee to operate at the Central Office level in a manner similar to those which are presently in operation in many of the Regional Offices. This committee should be made up of individuals from institutions of higher learning as well as representatives of the VA. Preferably, those individuals representing educational institutions would be those who frequently deal with or have contact with veterans and their related difficulties. Such a group could meet quarterly and provide Central Office with meaningful input which might not only ease the administrating of a complex program, but could very well result in the saving of Federal dollars.

NOTE: A Central Office Education and Rehabilitation Advisory Committee exists. See Section VII.

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SECTION VI. TUITION ASSISTANCE -- ABUSES AND PROBLEMS

A. Abuses and Problems Administering World War II Benefits.

1. Tuition Allowance. Prior to enactment of PL 550 by the 82nd Congress, extensive study of World War II program identified many abuses and problems associated with separate tuition assistance payments. Under PL 346 enacted by the 78th Congress, VA was permitted to pay to the schools an amount not to exceed $500 per ordinary school year for customary cost of a veteran's tuition, fees, books, supplies and equipment required by the student to pursue and complete a course. Where an institution had no established fee for tuition, VA was permitted to provide fair and reasonable compensation up to $500 per ordinary school year. Subsequent enactments, however, allowed an institution to apply for adjustments. As a result, four types of charges were eventually allowed: (1) customary charges; (2) fair and reasonable compensation; (3) nonresident tuition rates; or (4) rates based on estimated cost of teaching personnel and supplies for instruction.

2. Studies of World War II Tuition Program. A House of Representatives select committee was appointed in 1950 to make a far ranging study of the operation of the World War II program. This study, chaired by the House Veterans Affairs Committee Chairman, Congressman Olin E. Teague, spotlighted many abuses of the tuition payment system, including veteran enrollment aimed at financial gain rather than serious educational intent, with resulting exploitation of the veteran as well as the government. Further examination of the World War II GI Bill was made by the General Accounting Office. The complete report of these two studies can be found in House Report 1375, 82nd Congress, 2nd session and House Veterans Affairs Committee Print 160, 82nd Congress, 1st session. These reports and hearings delineate and describe the abuses which occurred during that older tuition assistance program.

3. World War II Tuition Abuses and Problems. Representative examples of the kinds of abuses which occurred under the World War II program and which are recorded in the GAO survey include:

o In the early stages of the veterans vocational and educational program, the majority of the veterans participating were attending colleges. At the peak, 1,100,000 veterans were

enrolled in approximately 1,700 colleges. Although a limit of $500 was placed on the amount which could be paid in any one year for a veteran's tuition and fees, the schools were able to select one of the four alternative rates in billing the VA.

o There has been little difficulty, from an auditing standpoint, with payment of tuition charges at the "customary rate." This is the rate which has been in effect before the veterans program started. However, due to rising cost, and because the great influx of veteran-students seriously affected the budget of institutions depending on public appropriations or other non-tuition sources, most of the schools abandoned this rate in favor of one of the other three which would provide a higher return to the school.

o One college operating on the non-resident rate increased its charge from $25 to $100 a quarter for veteran-students, notwithstanding the former rate had been computed on the basis of the estimated cost of teaching personnel and studies for instruction. The increase was entirely out of line with costs and action has been taken to recover $340,000 overpaid to the school.

o Another college, operating on a non-resident tuition rate of $15 a year (a substantial portion of the school's income was received from other agencies of the Federal government, thus accounting for the low rate) increased its rate to $200 a school year; whereas its costs averaged $65 annually per student after deduction of Federal grants.

o One eastern university receiving the non-resident rate decided to negotiate a contract providing for compensation based on the estimated cost of teaching personnel and supplies for instruction. However, this school was so successful in its dealing with the VA that it was able to collect both the negotiated credit hour rates and, in addition, its customary "fixed charge" which was the only charge made other students on account of tuition. This resulted in payments of tuition in excess of the costs of teaching personnel and supplies for instruction allowable under the statute. For each veteran-student the university received about $200 more per year than for a nonveteran resident of the State and $60 more than for a nonveteran residing out of State.

o A number of State universities and colleges applied for and were paid tuition at non-resident rates for resident

veterans despite the fact that, under constitution and statutes of the State, they were prohibited from charging tuition to State residents or a preferred rate of tuition was specified.

o One State military school received payments for instruction furnished to resident veterans both by way of State appropriations and under its VA contracts. The amount of the excess tuition was credited to the personal accounts of the students and balances remaining upon graduation were paid to them in each case.

o Many of the colleges were paid tuition based on the estimated cost of teaching personnel and supplies for instruction. In computing these costs, VA regulations require the schools to eliminate, as an item of cost, those salaries of teachers which were paid from Federal funds under grants such as Morrill-Nelson, Bankhead-Jones, and similar acts.

o A number of the schools failed to comply with VA regulations, and consequently, audits by the General Accounting Office disclosed excessive payments totaling many hundreds of thousands of dollars.

o Examinations by the General Accounting Office disclosed that other overpayments of one type or another were made to a majority of the colleges examined.

B. Administrative Problems Associated With Separate Tuition Assistance.

1. General. In addition to the abuses that were prevalent under the World War II program, current experience with the existing law in related areas has clearly demonstrated the potential for abuses in such a program of tuition assistance. The proposal to provide separate tuition assistance to eligible veterans under the GI Bill as it is now in force will rekindle abuses similar to World War II, greatly increase administrative costs, and present many administrative difficulties which may only be partly corrected by administrative or legislative action. Following paragraphs cite some examples.

2. Resources Required. Based upon the current experience in maintaining proper standards with reference to a large number of educational institutions which exist in this country, a staff of 300 or 400 contact officers, or like personnel, at

a cost of $4,000,000 annually would be needed to examine school catalogs for rates in order to determine the correct rate of benefit to be paid. These employees would also make cost determinations to establish "reasonable rates" if so required. The VA does not now have the expertise or the source of information required to determine "reasonable charges" on such a scale. Unless this staff were provided, the Federal government would suffer financially from lack of information and control. The Federal staff would have to be of a high quality and highly skilled to operate on an equal level with the schools who are able to hire expert accountants and attorneys to present their cases. In addition, a review board, similar to the Veterans' Education Appeals Board, would be needed to make administrative determinations to settle differences between positions taken by the VA and the respective schools.

3. Current PREP Problems. Under the World War II program it was found that tuition was paid subsequent to the date of a veteran's last attendance; tuition was paid where veterans had registered, but did not attend classes; tuition payments were obtained through collusion and fraud; tuition was paid for veterans attending schools under scholarships; and tuition payments were based on erroneous or excessive costs. Even today in a far less extensive benefit under the PREP program, schools have contributed to abuse of the system by failing to notify the VA of termination dates of PREP trainees, by retaining all tuition collected in a lump sum through use of a limited power of attorney (see paragraph 4). It has also been found that under existing regulations of the VA, schools accredited to offer diploma courses for as little as 60 hours for one high school unit (compared to 120 hours required for a Carnegie unit) collect one-half time benefit checks of $135 per month for attendance of only six hours per week. This is a rate of $5.19 per contact hour.

4. Power of Attorney. Power of attorney use cited in preceding paragraph is an abuse that could carry over into a GI Bill supplemental tuition program. Schools obtain a limited power of attorney from the veteran to receive and cash his benefit check. In most such instances the serviceperson never sees the check or its amount since it all is held by the school.

5. Auditing Reasonable Rates. The complexity of the monitoring task is demonstrated by current data submitted to the VA to establish reasonable rates for PREP by the various educational institutions. For example, it has been determined that:

o Student/teacher ratios vary from 8:1 to 22:1

o Teacher salaries range from $4.50 to $12.00 per hour

o Teacher and related support personnel cost per student contact hour varies from less than $1.75 to over $4.00

o Related support personnel costs vary from 10 to 75 percent of the teacher costs

o Administrative costs range from 0 to 100 percent for teaching and related personnel costs

o Consumable supplies range from 0 to 80 cents per student contact hour. If a full tuition supplement program were enacted into law, obviously, the auditing procedures which are now conducted on a small scale in the PREP program would require great expansion in order to avoid abuses.

6. Tuition Reimbursement and Entitlement Charge. Any tuition assistance proposal should include reimbursement and entitlement charge provisions for school withdrawals. Possibility should be eliminated that a veteran could, for example, enroll in school on September 1 (start of the school year), receive a tuition supplement payment, withdraw from school on September 15, and be entitled to a refund from the school of up to 80 percent of that payment. Since the veteran's entitlement is only chargeable against the subsistence allowance payment, and not the tuition supplement, the veteran would be financially enriched without charge to entitlement.

7. Other Variable Costs. The VA is greatly concerned with the change in philosophy created by tuition assistance proposals. Commencing with the Korean conflict program, the long standing Congressional philosophy has been to provide partial educational benefits under programs designed to provide equal benefits for equal service. Tuition assistance legislation would single out tuition as a single factor for recognition, ignoring other equally important variant cost factors. For example, there are variables in housing and transportation costs for students and residents, as distinguished from those who commute, as well as those who must incur variant travel expenses depending on distances from home to school. Enactment of tuition assistance would surely give rise to pressures for enactment of other costly measures to recognize other elements of educational costs on a piecemeal basis which could lead to administrative chaos.

SECTION VII. ADMINISTRATOR'S EDUCATION AND REHABILITATION ADVISORY COMMITTEE

A. Advisory Committee.

1. Charter. Pursuant to the Federal Advisory Committee Act (Public Law 92-463), the continuing Committee is chartered as the Administrator's Education and Rehabilitation Advisory Committee.

2. Authorization. Section 1792, Title 38, United States Code, provides: "There shall be an Advisory Committee formed by the Administrator which shall be composed of persons who are eminent in their respective fields of education, labor, management, and of representatives of the various types of institutions and establishments furnishing vocational rehabilitation under Chapter 31 or education to eligible persons under Chapters 34 or 35 of Title 38. The Committee shall also include veterans representative of World War II, the Korean conflict era, the Post-Korean conflict era, and the Vietnam era. The Commissioner of Education (Department of Health, Education and Welfare) and the Assistant Secretary for Employment and Training, Department of Labor, shall be ex officio members of the Committee. The Administrator shall advise and consult with the Committee from time to time with respect to the administration of Chapters 31, 34, 35, and 36 of Title 38, and the Committee may make such reports and recommendations as it deems desirable to the Administrator and to the Congress.

3. Duties. The Advisory Committee, in performing its functions, assists in the evaluation of existing programs and services; recommends needed new programs and services; and assists in long-range planning and development. Its recommendations to the Administrator or the Congress may involve regulatory and administrative changes as well as legislative proposals. The Committee may consider matters dealing with the education programs administered by the VA either at the request of the Administrator, other designated VA officials, or may act on its own initiative.

4. Membership. The VA is privileged to have ten dedicated individuals who generously serve as members of the Education and Rehabilitation Advisory Committee furnishing advice and consultation on education matters. The Committee consists of the following members:

Chairman:

Mr. William M. Detweiler - Vietnam era veteran; practicing attorney in New Orleans, Louisiana active in civic and veteran affairs; Chairman, Department of Louisiana, American Legion, Viet-Vet Advisory Committee

Members:

Mr. Glenn E. Heck - Chairman, Education Department, National College of Education, Evanston, Illinois

Mr. Jack H. Jones - Chairman, Board of Trustees, Jones College, Jacksonville, Florida

Dr. James W. Mann - Professor of Education and Chairman, Special Education Department, School of Education, University of Mississippi

Mr. Nelson M. Parkhurst - Registrar and Secretary of the Faculty, Purdue University, West Lafayette, Indiana

Mr. Walter J. Penrod - Executive Officer of the Indiana Rehabilitation Services Board, Indianapolis, Indiana

Mr. Theordore Shackelford, Jr.- Principal, Jardine Junior High School, Wichita, Kansas

Mr. Michael Gildea - Assistant to the Director, Department of Legislation, AFL-CIO

Ex Officio Members:

Dr. Terrell H. Bell - Commissioner of Education, Department of Health, Education and Welfare

Mr. William H. Kolberg - Assistant Secretary for Employment and Training, Department of Labor

B. Advisory Committee Study Actions.

1. Consultation. The Education and Rehabilitation Advisory Committee has had two meetings since enactment of PL 93-508 on December 3, 1974, which directed that the Administrator of Veterans Affairs conduct the Education Tuition Assistance Study. The Tuition Assistance Study was on the agenda at both meetings as follows:

o April 28, 1975 meeting - study protocol, timetable, and sampling surveys were discussed

o October 17, 1975 meeting - status of project and results of sampling surveys were discussed. Summaries of responses to the two sampling surveys were distributed to Committee members in advance of the meeting.

2. Comments. The Committee requested that the following recommendation be included in the Education Tuition Assistance Study Report:

"The Administrator's Education and Rehabilitation Advisory Committee reviewed the results and responses of the tuition assistance sampling surveys conducted in accordance with PL 93-508 at its fall meeting on Friday, October 17, 1975.

The Committee was impressed with the high percentage of response to the survey of persons receiving educational benefits indicating an apparent sincere interest on the part of the trainees enrolled under Chapters 31, 34, and 35 as to methods being used to disburse VA educational assistance.

Considering the percentage of response, the Committee concludes that the sample is reasonably representative of the study population of veterans and dependents presently enrolled under the study programs authorized by Title 38, United States Code.

The high percentage of trainees enrolled under Chapters 34 and 35 favoring the present payment procedure clearly indicates trainees' preference for the present system. Further, the fact that VA trainees generally are spending less for tuition than the national average for students in public or private institutions indicates that VA trainees are being very judicious in spending their dollars when they select an educational institution for training.

The Committee has the highest respect for the veteran's right to bargain for the educational institution of his choice and believes that the American Tax Payer is the direct beneficiary of the veteran's conscientious spending of our tax dollars.

Therefore, it is the recommendation of the Committee that the present system of payment to veterans and eligible persons enrolled under Chapters 34 and 35 of Title 38, United States Code, should remain in effect and that said method should not be changed."

SECTION VIII. STUDY CONCLUSIONS AND RECOMMENDATION

A. Conclusions. Pursuant to Section 105 of Public Law 93-508, a survey of 8,000 veterans and eligible persons receiving educational benefits under Chapters 31, 34 or 35 was conducted to solicit their reaction to a tuition assistance allowance program. A response rate of 73.9 percent was obtained. Forty-four organizations were also contacted. Of these, only 40.9 percent responded.

The survey conclusions as detailed in Section IV of this report show that 19 of 20 trainees under Chapters 34 and 35 prefer their current payment system of receiving the total allowance. Of the Chapter 31 trainees, 7 of 8 preferred receiving a subsistence allowance with tuition and fees paid directly to the educational institution by the Veterans Administration.

Although tuition cost is a factor in the selection of a school, the survey also showed that it was the principal reason cited by only 8.9 percent of the veterans training under Chapter 34 and 10 percent of the trainees under Chapter 35. The main reasons given were geographic location and field of study.

The Administrator's Education and Rehabilitation Advisory Committee also recommended that the present system of payment to trainees under Chapters 34 and 35 should remain in effect.

B. Recommendation. In view of the survey conclusions and the recommendation of the Administrator's Education and Rehabilitation Advisory Committee, no change in the present payment system to veterans and eligible persons training under Chapters 34 and 35 is recommended.

APPENDIX A

Table 1

Study Population, Sample Size, and Response Rate by Type of Trainee

Type of Trainee	Study Population	Sample Information: Sample Size	Number of Respondents	Number of Postal Returns	Response Rate: Unadjusted	Response Rate: Adjusted
Chapter 31 - Total	11,588	2,000	1,425	74	71.3%	74.0%
College Level	9,544	1,000	730	36	73.0	75.7
Public	6,608	500	359	14	71.8	73.9
Private	2,936	500	371	22	74.2	77.6
Other Residence Schools	2,044	1,000	695	38	69.5	72.2
Public	887	500	370	14	74.0	76.1
Private	1,157	500	325	24	65.0	68.3
Chapter 34 - Total	1,244,210	4,000	2,934	202	73.4	77.3
College Level	1,102,006	2,000	1,539	65	77.0	79.5
Public	918,255	1,000	772	32	77.2	79,8
Private	183,751	1,000	767	33	76.7	79.3
Other Residence Schools	142,204	2,000	1,395	137	69.8	74.9
Public	98,988	1,000	730	43	73.0	76.3
Private	43,216	1,000	665	94	66.5	73.4
Chapter 35 - Total	60,939	2,000	1,553	88	77.7	81.2
College Level	55,706	1,000	788	40	78.8	82.1
Public	45,617	500	379	19	75.8	78.8
Private	10,089	500	409	21	81.8	85.4
Other Residence Schools	5,233	1,000	765	48	76.5	80.4
Public	2,987	500	401	17	80.2	83.0
Private	2,246	500	364	31	72.8	77.6
Grand Total	1,316,737	8,000	5,912	364	73.9	77.4

Table 2

Distribution of Trainees by Principal Reason for Entering Training

Principal Reason for Entering Training	Chapter 31	Chapter 34	Chapter 35
Increase Education or Vocational Skill	40.2%	62.0%	75.4%
Update Professional or Vocational Skill	4.2	7.8	1.4
Learn a New Profession or Skill	45.5	24.5	16.3
VA Allowance Provided Income Over & Above the Cost of Training	1.3	2.8	2.9
Other	8.8	2.9	4.0
Total	100.0	100.0	100.0

Table 3

Distribution of Trainees by Principal Reason for Selecting School

Principal Reasons	Chapter 31	Chapter 34	Chapter 35
Geographic Location	42.8%	52.5%	42.0%
Field of Study	22.8	20.4	24.7
Schools' Reputation	12.5	8.1	14.1
Low Cost of Tuition	3.0	8.9	10.0
Recommendation of Others	7.8	4.6	4.5
Friends Attending	0.8	0.8	0.7
Other	10.3	4.7	4.0
Total	100.0	100.0	100.0

Table 4

Distribution of Trainees by Type of School Attended in Spring 1975

VA Education Program	High School	Business, Vocational or Trade School	Junior College	Nursing School	Under-graduate School	Graduate School	Medical or Dental School	Other	Total
Chapter 31	0.5%	15.4%	21.5%	0.5%	46.5%	6.8%	0.5%	8.3%	100.0%
Chapter 34	1.7	10.7	43.7	0.3	32.1	5.7	0.4	5.4	100.0
Chapter 35	0.7	7.4	29.5	1.3	55.0	2.6	0.3	3.2	100.0

Table 5

Distribution of College Level Trainees by Class Standing during Spring 1975

VA Education Program	Undergraduate or First Professional							Graduate Student	Total
	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year	Sub-Total		
Chapter 31	23.5%	28.3%	18.0%	19.5%	1.5%	0.3%	91.1%	8.9%	100.0%
Chapter 34	35.3	31.8	13.6	9.8	1.8	0.4	92.7	7.3	100.0
Chapter 35	32.0	30.4	20.4	11.8	2.2	0.0	96.8	3.2	100.0

Table 6

Distribution of Tuition and Fees (per School Year) for Full-Time Trainees by Type of Trainee

Type of Training	Cost of Tuition and Fees: $1 - 249	$250- 499	$500- 749	$750- 1,499	$1,500- 2,249	$2,250- 2,999	$3,000 & Over	Total	Mean	Median
Chapter 34- Total	31.2%	28.1%	17.5%	14.3%	5.7%	1.7%	1.5%	100.0%	$ 598	$ 416
College Level										
Public	35.6	33.8	20.2	8.4	1.6	0.0	0.4	100.0	418	356
Private	1.7	10.0	9.8	40.2	22.6	9.6	6.1	100.0	1,396	1,281
Other Residence Schools										
Public	74.9	14.8	5.9	2.3	0.8	0.8	0.5	100.0	251	166
Private	4.9	15.6	15.0	35.8	19.9	4.0	4.8	100.0	1,203	1,053
Chapter 35- Total	22.2	29.5	19.8	12.6	8.6	4.2	3.1	100.0	771	484
College Level										
Public	25.2	36.7	23.5	9.5	4.3	0.3	0.5	100.0	511	418
Private	2.3	3.5	7.0	23.5	27.3	21.3	15.1	100.0	1,925	1,875
Other Residence Schools										
Public	79.4	14.1	2.8	2.0	0.7	1.0	0.0	100.0	210	156
Private	4.9	22.5	20.4	33.2	13.6	4.3	1.1	100.0	976	800

Note: Data not available on cost of tuition and fees for chapter 31 trainees. Since VA pays these costs directly to the school, many veterans did not report these costs.

Table 7

DISTRIBUTION OF COST OF BOOKS AND SUPPLIES (PER SCHOOL YEAR) FOR FULL-TIME TRAINEES BY TYPE OF TRAINING

Type of Training	Cost of Books and Supplies								
	$1-25	$26-50	$51 75	$76-100	$101-200	$201 & Over	Total	Mean	Media
Chapter 34 - Total	1.5%	6.6%	7.5%	19.7%	46.4%	18.3%	100.0%	$ 153	$ 132
College Level									
Public	0.8	5.7	6.8	21.0	48.4	17.3	100.0	150	135
Private	0.3	3.9	7.6	17.9	48.1	22.2	100.0	174	142
Other Residence School									
Public	14.0	22.4	16.3	12.1	19.7	15.5	100.0	115	71
Private	1.2	10.1	8.4	12.3	39.2	28.8	100.0	192	146
Chapter 35 - Total	0.7	4.1	6.9	17.6	51.1	19.6	100.0	167	141
College Level									
Public	0.2	3.9	5.8	18.3	53.3	18.5	100.0	165	141
Private	0.4	1.4	8.9	15.9	49.5	23.9	100.0	178	147
Other Residence School									
Public	9.7	16.5	18.1	13.9	26.8	15.0	100.0	142	85
Private	3.2	10.6	9.5	14.4	34.8	27.5	100.0	179	136

Note: Data not available on cost of books & supplies for chapter 31 trainees. Since VA pays these costs directly to the school, many veterans did not report these costs.

TABLE 8

Number of Respondents Not Reporting An Amount for Expenses or Income

Type of Training	Number of Respondents	Expense Items - Percent None or Blank					Income Items - Percent None or Blank		
		Tuition and Fees	Books and Supplies	All Other Expenses	All Expense Items	Tuition And Fees-Residual 1/	Trainee Earnings	All Sources of Income	Trainee Earnings - Residual 2/
Chapter 34									
College Level									
Public	772	13.5%	6.7%	11.5%	3.2%	10.3%	21.5%	3.1%	18.4%
Private	767	7.3	8.0	12.3	4.0	3.3	24.6	3.3	21.3
Other Residence Schools									
Public	730	36.2	36.4	26.7	13.7	22.5	42.2	6.8	35.4
Private	665	14.9	36.1	18.5	8.3	6.6	34.7	4.8	29.9
Chapter 35									
College Level									
Public	379	9.8	5.3	8.2	2.9	6.9	57.3	2.1	55.2
Private	409	6.4	6.1	7.6	3.4	3.0	57.9	2.4	55.5
Other Residence Schools									
Public	401	35.4	30.7	24.4	14.2	21.2	68.1	5.0	63.1
Private	364	15.7	27.5	21.2	8.0	7.7	72.0	4.1	67.9

NOTE: Chapter 35 cells have a sample size of 500; chapter 34 cells have a sample size of 1,000.

1/ Includes trainees who did not report an amount for tuition and fees, but did report an amount for books and supplies and/or all other expenses.

2/ Includes trainees who did not report an amount for their earnings, but did report an amount for one or more of the other income items.

Table 9

Chapter 31 Trainees' Preference Regarding VA Payment Procedure by Type of Training

Type of Training	Prefer Present System	Prefer Present Payment System for Subsistence but Favor Direct Receipt of Payment for Tuition	Prefer Payment System Used for GI Bill	Total
College Level - Total	87.3%	4.6%	8.1%	100.0
Public	84.5	4.7	10.8	100.0
Private	93.7	4.5	1.8	100.0
Other Residence Schools - Total	84.5	6.4	9.1	100.0
Public	80.8	6.6	12.6	100.0
Private	87.4	6.2	6.4	100.0
Grand Total	86.8	4.9	8.3	100.0

Table 10

Chapter 31 Trainees' Preference Regarding VA Payment Procedure by Type of School

Type of School	Prefer Present System	Prefer Present Payment System for Subsistence but Favor Direct Receipt of Payment for Tuition	Prefer Payment System Used for GI Bill	Total
Business, Vocational or Trade	87.4%	5.5%	7.1%	100.0
Undergraduate School	90.1	4.4	5.5	100.0
Two-year Junior College	80.2	4.1	15.7	100.0
Graduate School	93.1	3.5	3.4	100.0
Other School	85.2	5.4	9.4	100.0
All Types of Schools	86.8	4.9	8.3	100.0

Table 11

Chapter 34 and 35 Trainees' Preference Regarding VA Payment Procedure by Proprietary Status of School

Proprietary Status of School	Present System	Comparable to Chapter 31	Total
Chapter 34 - Total	94.5%	5.5%	100.0%
Public	95.4	4.6	100.0
Private	90.5	9.5	100.0
Chapter 35 - Total	95.8	4.2	100.0
Public	96.6	3.4	100.0
Private	92.5	7.5	100.0

Table 12

Chapter 34 and 35 Trainees' Preference Regarding VA Payment Procedure by Type of Training

Type of Training	Prefer Present System	Prefer System Similar to Chapter 31	Total
Chapter 34 - Total	94.5%	5.5%	100.0%
College Level	94.4	5.6	100.0
Public	95.3	4.7	100.0
Private	89.8	10.2	100.0
Other residence schools	95.8	4.2	100.0
Public	96.7	3.3	100.0
Private	93.7	6.3	100.0
Chapter 35 - Total	95.8	4.2	100.0
College Level	95.7	4.3	100.0
Public	96.6	3.4	100.0
Private	91.6	8.4	100.0
Other residence schools	96.9	3.1	100.0
Public	97.1	2.9	100.0
Private	96.4	3.6	100.0

Table 13

Chapter 34 and 35 Trainees' Preference Regarding VA Payment Procedure by Training Time and Type of Training

Training Time and Type of Training	Prefer Present System	Prefer System Similar to Chapter 31	Total
Full time trainees	94.0%	6.0%	100.0%
Chapter 34			
College Level	93.8	6.2	100.0
Public	94.5	5.5	100.0
Private	88.6	11.4	100.0
Other residence schools	96.2	3.8	100.0
Public	97.0	3.0	100.0
Private	94.5	5.5	100.0
Chapter 35			
College Level	95.4	4.6	100.0
Public	96.1	3.9	100.0
Private	91.2	8.8	100.0
Other residence schools	98.0	2.0	100.0
Public	98.7	1.3	100.0
Private	97.2	2.8	100.0
Less than full time trainees	95.8	4.2	100.0
Chapter 34			
College Level	95.8	4.2	100.0
Public	96.6	3.4	100.0
Private	92.1	7.9	100.0
Other residence schools	94.8	5.2	100.0
Public	96.1	3.9	100.0
Private	91.1	8.9	100.0
Chapter 35			
College Level	95.8	4.2	100.0
Public	100.0	0.0	100.0
Private	97.4	2.6	100.0
Other residence schools	88.3	11.7	100.0
Public	87.9	12.1	100.0
Private	89.2	10.8	100.0

Table 14

Chapter 34 and 35 Trainees' Preference Regarding VA Payment Procedure by Type of School

Type of School	Prefer Present System	Prefer System Similar to Chapter 31	Total
Business, Vocational or Trade	96.0%	4.0%	100.0%
Undergraduate School	92.5	7.5	100.0
Two-year Junior College	96.6	3.4	100.0
High School	97.4	2.6	100.0
Graduate School	86.1	13.9	100.0
Other School	96.4	3.6	100.0

Table 15

Trainees' Preference Regarding Disbursement of Separate Tuition and Fees Payment

VA Education Program	Method of Disbursement: Directly to the Trainee	Method of Disbursement: Directly to the School	Total
Chapter 34	38.9%	61.1%	100.0%
Chapter 35	45.6	54.4	100.0
Total	39.2	60.8	100.0

Note: Responses tabulated for this table represent only those chapter 34 and 35 trainees who wanted to switch to a payment system which would make a separate payment toward the cost of tuition and fees.

Table 16

Threshold of Preference for Separate Payment of Tuition and Fees by Proprietary Status of School - Chapters 34 and 35

Proprietary Status of School	Percent Who Prefer Separate Payment of Tuition and Fees When Payment is No Less Than				
	$700	$1,000	$2,000	$3,000	Total
Public	41.0	10.5	28.3	20.2	100.0
Private	20.8	15.9	15.0	48.3	100.0
Total	34.6	12.2	24.1	29.1	100.0

NOTE: Responses tabulated for this table represent only those chapter 34 and 35 trainees who wanted to switch to a payment system which would make a separate payment toward the cost of tuition and fees.

Table 17

Chapter 34 and 35 Trainees' Preference for Separate Tuition and Fees Payment Based Upon a Special Formula 1/ by Cost of Tuition, Fees, Books and Supplies

Cost of Tuition, Fees, Books and Supplies	Trainee Preference: Favor Special Formula	Trainee Preference: Opposed to Special Formula	Total
$1 - 1,000	47.4%	52.6%	100.0%
$1,001 and Over	32.7	67.3	100.0
Total	43.0	57.0	100.0

1/ Special formula would pay for 80 percent of the tuition charge for tuition and fees amounting up to $1,000, after excluding the first $100.

Note: Responses tabulated for this table represent only those chapter 34 and 35 trainees who wanted to switch to a payment system which would make a separate payment toward the cost of tuition and fees.

Table 18

Percentage of Trainees Who Would Transfer to a Higher Cost School if Tuition and Fees Were Paid up to a Maximum Amount (as specified by the Trainee in question 11)

VA Education Program	Percent
Chapter 34	40.7
Chapter 35	42.0
Total	40.8

Note: Responses tabulated for this table represent only those chapter 34 and 35 trainees who wanted to switch to a payment system which would make a separate payment toward the cost of tuition and fees.

Table 19

Chapter 34 and 35 Trainees' Sentiments on Charging One Full Semester to Entitlement When Trainee Drops out of Training After Tuition Refund Period has Expired

Trainees' Preference	Percent
Reduce entitlement	65.0
Do Not reduce entitlement	35.0
Total	100.0

NOTE: Responses tabulated for this table represent only those chapter 34 and 35 trainees who wanted to switch to a payment system which would make a separate payment toward the cost of tuition and fees.

Table 20

Chapter 34 and 35 Trainees' Preference for Accelerated Payment by Type of Training

Type of Training	Accelerated Payment Preference		
	For	Against	Total
College Level - Total	63.5%	36.5%	100.0%
Public	64.3	35.7	100.0
Private	61.7	38.3	100.0
Other Residence Schools - Total	40.8	59.2	100.0
Public	39.6	60.4	100.0
Private	42.4	57.6	100.0
Grand Total	61.5	38.5	100.0

Note: Responses tabulated for this table represent only those chapter 34 and 35 trainees who wanted to switch to a payment system which would make a separate payment toward the cost of tuition and fees.

TABLE 21

Chapter 34 and 35 Trainees' Acceptance of a Ceiling on Combined Gross Monthly Earnings (While in School) and VA Education Assistance Allowance (as under World War II GI Bill)

Income Limitation	Percent
For	29.3
Against	70.7
TOTAL	100.0

Note: Responses tabulated for this table represent only those chapter 34 and 35 trainees who wanted to switch to a payment system which would make a separate payment toward the cost of tuition and fees.

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Table 22

Standard Error for Selected Sample Sizes and Percentages

Sample Size	Estimated Percentage (P)										
	2	5	10	15	20	25	30	35	40	45	
25	2.8%	4.4%	6.0%	7.1%	8.0%	8.7%	9.2%	9.5%	9.8%	10.0%	10
50	2.0	3.1	4.2	5.0	5.7	6.1	6.5	6.7	6.9	7.0	7
75	1.6	2.5	3.5	4.1	4.6	5.0	5.3	5.6	5.7	5.7	5
100	1.4	2.2	3.0	3.6	4.0	4.3	4.6	4.8	4.9	5.0	5
125	1.3	1.9	2.7	3.2	3.6	3.9	4.1	4.3	4.4	4.4	4
150	1.1	1.8	2.4	2.9	3.3	3.5	3.7	3.9	4.0	4.1	4
175	1.1	1.6	2.3	2.7	3.0	3.3	3.5	3.6	3.7	3.8	3
200	1.0	1.5	2.1	2.5	2.8	3.1	3.2	3.4	3.5	3.5	3
225	0.9	1.5	2.0	2.4	2.7	2.9	3.1	3.2	3.3	3.3	3
250	0.9	1.4	1.9	2.3	2.5	2.7	2.9	3.0	3.1	3.1	3
275	0.8	1.3	1.8	2.2	2.4	2.6	2.8	2.9	3.0	3.0	3
300	0.8	1.3	1.7	2.1	2.3	2.5	2.6	2.8	2.8	2.9	2
500	0.6	1.0	1.3	1.6	1.8	1.9	2.0	2.1	2.2	2.2	2
750	0.5	0.8	1.1	1.3	1.5	1.6	1.7	1.7	1.8	1.8	1
1000	0.4	0.7	0.9	1.1	1.3	1.4	1.4	1.5	1.5	1.6	1
1250	0.4	0.6	0.8	1.0	1.1	1.2	1.3	1.3	1.4	1.4	1
1500	0.4	0.6	0.8	0.9	1.0	1.1	1.2	1.2	1.3	1.3	1
1750	0.3	0.5	0.7	0.9	1.0	1.0	1.1	1.1	1.2	1.2	1
2000	0.3	0.5	0.7	0.8	0.9	1.0	1.0	1.1	1.1	1.1	1
2250	0.3	0.5	0.6	0.8	0.8	0.9	1.0	1.0	1.0	1.0	1
2500	0.3	0.4	0.6	0.7	0.8	0.9	0.9	1.0	1.0	1.0	1

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Table 23

Standard Errors for Average (Mean) Tuition and Fees

Type of Training	Standard Error
Chapter 34 - Total	$ 28
College Level	
Public	36
Private	63
Other Residence Schools	
Public	37
Private	61
Chapter 35 - Total	35
College Level	
Public	43
Private	85
Other Residence Schools	
Public	38
Private	61

Table 24

Standard Errors for Average (Mean) Books and Supplies

Type of Training	Standard Error
Chapter 34 - Total	$ 5
College Level	
Public	7
Private	9
Other Residence Schools	
Public	12
Private	15
Chapter 35 - Total	7
College Level	
Public	9
Private	8
Other Residence Schools	
Public	28
Private	18

APPENDIX B

VETERANS ADMINISTRATION
DEPARTMENT OF VETERANS BENEFITS
WASHINGTON, D.C. 20420

The Veterans Administration needs your help to conduct the education tuition assistance study required by Public Law 508 of the 93rd Congress. Part of the study concerns obtaining the views and suggestions of interested parties.

You were selected in a small sample of trainees to represent the more than 1.7 million persons now receiving educational benefits under VA programs. Your voluntary answers to questions on the following pages will be combined with answers from other persons in the sample. These data will be analyzed and general opinions will be referred to the Congress for their consideration.

Section A (page 2) of this document gives information about the method and amount of benefit payments under the World War II and the current training programs. Please review the information in Section A, particularly the table at the bottom of page 2 before starting to answer the questionnaire.

Responses to questions will be used on an anonymous basis for statistical purposes only. The information you provide will be kept in strictest confidence and will never be put in your VA records or those of any other government agency. Only a limited number of people, those who process or code the questionnaire, will have access to this document.

Please complete and mail this questionnaire within five days. Use the enclosed self-addressed envelope which requires no postage. Your assistance in this survey is appreciated.

Rufus H. Wilson

RUFUS H. WILSON
Chief Benefits Director

Enclosure

FL 20-069
APR 1975

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PUBLIC LAW 93-508 EDUCATION QUESTIONNAIRE

SECTION A – GENERAL INFORMATION

1. Background. Historically, veterans education assistance for school trainees has consisted of variable payments toward the cost of tuition and subsistence, however, the method of calculating and paying benefits has differed. Generally, two methods have been used: (1) tuition allowance calculated and paid directly to the school with separate subsistence allowance paid to the trainee; and (2) a single level monthly payment sent directly to the trainee that represents assistance toward the cost of both tuition and subsistence.

The first of these two methods was used for World War II GI bill trainees. Due to abuses, frauds, and problems experienced in administering the World War II program, Congress provided education assistance to Korean and Vietnam veterans and dependents under the second method.

During the 93rd Congress, the education assistance allowance was increased 22.7 percent for GI bill trainees. At that time the Congress also considered but did not approve partial tuition assistance plan for current GI bill (chapter 34) and Dependents' Education Assistance Program (chapter 35) trainees. However, they did provide that the Veterans Administration will make a study of the problems which might be incurred in such a procedure and report to the Congress. This study is directed by Public Law 93-508.

2. World War II Program. Veterans were paid a subsistence allowance of $75 a month without dependents, $105 for veterans with one dependent and $120 for veterans with more than one dependent; and payments were made to the school not in excess of $500 per ordinary school year for customary costs of tuition, books, supplies, equipment and other fees for full-time institutional training. Lesser amounts were paid for part-time training. Also, there was a ceiling on combined earnings and subsistence allowance for World War II GI bill trainees. No subsistence was paid a trainee having gross monthly earnings of $210 for veteran with no dependents; $270 for veteran with one dependent; $290 for veteran with two or more dependents.

3. Current Benefits. Full-time vocational rehabilitation benefits for service-disabled veterans (chapter 31) consist of separate subsistence allowance paid to the veteran and customary cost of tuition, fees, and books paid directly to the school. Other veterans (chapter 34) and dependents (chapter 35) attending training institutions on a full-time basis receive a single level monthly payment for both purposes. The table below shows a comparison of January 1975 benefits under the two methods. Lesser amounts are paid for part-time training. Note that subsistence allowance is lower when a separate tuition allowance is provided.

FULL-TIME INSTITUTIONAL TRAINING BENEFITS

Type of Assistance	Monthly Allowance: No Dependents	One Dependent	Two Dependents	Each Additional	Tuition Allowance
Vocational Rehabilitation	$209	$259	$304	$22	Customary tuition, books and fees
GI Bill	270	321	366	22	None
Dependents Education	270	–	–	–	None

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SECTION B – QUESTIONNAIRE

O.M.B. No. 76-S76004
Approval Expires Dec. 1976
RCS 20-15-S

10 1. What was the principal reason you entered training under a VA program? (check one)

1 ☐ I wanted to increase my education or vocational skill
2 ☐ I wanted to update my professional or vocational skill
3 ☐ I wanted to learn a new profession or vocational skill
4 ☐ I wanted the training allowance because it provided extra income over and above the cost of training
5 ☐ Other (explain) _____

11 2. What was the principal reason you selected the school you are now attending (or last attended)? (check one)

1 ☐ Geographic location
2 ☐ Field of study
3 ☐ School reputation
4 ☐ Low cost of tuition and fees
5 ☐ Recommended by others
6 ☐ Friends attending
7 ☐ Other (specify) _____

12-14 3. How many credit hours are (were) you taking in the spring of 1975 (report number of hours)?

1 ☐ Quarter hours _____
2 ☐ Semester hours _____
3 ☐ Clock hours _____
4 ☐ Other (specify) _____

15 4. What was your class standing in the spring of 1975? (check one)

0 ☐ Occupational training (nondegree)
1 ☐ First year, undergraduate or first professional
2 ☐ Second year, undergraduate or first professional
3 ☐ Third year, undergraduate or first professional
4 ☐ Fourth year, undergraduate or first professional
5 ☐ Fifth year, undergraduate or first professional
6 ☐ Sixth year, undergraduate or first professional
7 ☐ Graduate student
8 ☐ Advanced professional
9 ☐ Other (specify) _____

16 5. What type of school are (were) you attending in the spring of 1975? (check one)

1 ☐ High school
2 ☐ Business, vocational or trade school
3 ☐ Two year junior or community college
4 ☐ Nursing school
5 ☐ Undergraduate school
6 ☐ Graduate school (including law)
7 ☐ Medical or dental school
8 ☐ Other (specify) _____

6. Enter your average expenses for each category while you are (were) in school during the spring of 1975. Include expenses you pay for dependents while you are in school (report them under "All Other Expenses"). Exclude "free" housing or food from relatives while you are (were) in school.

	Expenses while in school	Amount	Time Period
17-21	Tuition and fees (yours only)	$ _____ per	_____
22-25	Books and supplies (yours only)	$ _____ per	_____
26-31	All other expenses (include food, housing, utilities, transportation, insurance, loans, laundry, medical, dental, recreation, clothing, etc.)	$ _____ per	_____
32-37	Total expenses	$ _____ per	_____

38 If relatives (not spouse) provided free housing or food while you are (were) in school, check here ☐

7. Enter average amount of funds available to you for each category while you are (were) in school during the spring of 1975.

	Funds available while in school	Amount	Time Period
39-44	My own earnings	$ _____ per	_____
45-50	My spouse's earnings	$ _____ per	_____
51-56	Savings used	$ _____ per	_____
57-59	VA education allowance	$ _____ per	Month
60-65	Loans	$ _____ per	_____
66-71	All other sources (include funds from family other than spouse, state assistance, grants, scholarship, fellowship, welfare, unemployment compensation, retirement pay, etc.)	$ _____ per	_____
72-77	Total funds available	$ _____ per	_____

(Amounts reported for expenses and funds available should be approximately equal; if they are not, please recheck your entries to see if they are complete and accurate.)

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CARD COLUMN	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
CODE																							
CARD COLUMN	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55
CODE																							
CARD COLUMN	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	
CODE																							

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3-2

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Note: Question 8 is to be answered only by service-disabled veterans whose training is under the Vocational Rehabilitation Program (chapter 31). All other persons (including service-disabled veterans) training under the GI bill (chapter 34) or the Dependents Educational Assistance Program (chapter 35) will skip to question 9. Persons who answer question 8 will then skip to question 17.

78 8. If you had the choice, would you prefer to keep the benefits payment procedure you now have or would you prefer to have it changed? (check one)

1 ☐ I prefer the present system of having the VA make direct payment to the school for my tuition and fees and a separate payment of subsistence allowance to me.

2 ☐ I would prefer to continue the present payment of subsistence allowance to me but would like to have the VA send the payment for tuition and fees to me and let me make direct payment to the school.

3 ☐ I would prefer the benefits payment system now used for the GI bill where I would get a flat allowance each month which would be based upon my present subsistence allowance plus an additional amount for tuition and fees based upon the average cost of tuition and fees in all schools. (I understand that under this system I would pay my own tuition and fees.)

Persons who have answered question 8 will skip to question 17.

Note: Questions 9 through 16 are to be answered only by persons whose training is under the GI bill (chapter 34) or the Dependents Educational Assistance Program (chapter 35).

79 9. If you had the choice, would you prefer to keep the benefits payment procedure you now have or would you prefer that it be changed? (check one)

1 ☐ I prefer the present system of having the VA pay directly to me a monthly allowance which I use at my own discretion to assist in payment of my living expenses and my school expenses (if you check this response, skip to question 17).

2 ☐ I would prefer to receive a smaller monthly subsistence allowance (as is now paid to trainees under chapter 31, see page 2), and have a separate allowance toward payment of the actual cost of my tuition and fees.

80 10. If you prefer a separate payment for tuition and fees, would you like to have this payment made: (check one)

1 ☐ Directly to you, or
2 ☐ Directly to the school

CARD II 11. Would you prefer separate payment for the cost of tuition and fees if the amount of such payment were to be the actual cost of tuition and fees charged by your school for a regular school year up to a limit of

	Amount	Check "Yes" or "No" for EACH of the following alternatives
10	Not more than $700	1 ☐ Yes 2 ☐ No
11	Not more than $1,000	1 ☐ Yes 2 ☐ No
12	Not more than $2,000	1 ☐ Yes 2 ☐ No
13	Not more than $3,000	1 ☐ Yes 2 ☐ No
14	Not more than $4,000	1 ☐ Yes 2 ☐ No
15	More than $4,000	1 ☐ Yes 2 ☐ No

16 12. Would you still prefer separate payment for the cost of tuition and fees if the amount of the VA payment were to be limited to 80 percent of the school's yearly tuition and fee charge up to $1,000, after excluding the first $100 of tuition and fees? For example: if the cost of tuition is $1,200, you would pay the first $100, twenty percent of the next $900, and all of the remainder ($100 + $180 + $200 = $480).

1 ☐ Yes
2 ☐ No

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CARD COLUMN	78	79	80	CARD II	10	11	12	13	14	15	16	
CODE												

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13. If you checked "Yes" under any of the alternatives given above in questions 11 or 12, would you transfer to a higher cost school if that alternative were to be enacted into law? (check one)

1 ☐ Yes
2 ☐ No

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14. Would you agree that tuition allowance paid to or for a trainee is to be charged against entitlement if the trainee terminates his enrollment early? For example: In September, the trainee enrolls in school and a $500 semester tuition allowance is paid. Trainee terminates his enrollment after the tuition refund period has expired. A full semester would be charged to his entitlement. Do you agree? (check one)

1 ☐ Yes, I agree
2 ☐ No, I disagree

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15. If you prefer separate payment for the cost of tuition and fees, would you favor inclusion of a provision for accelerated payment with proportionate reduction of your training entitlement? For example: Assuming that the maximum tuition allowance is $1,000 per regular school year, and your cost of tuition is $2,000 per school year, should you have the option to request payment of the full $2,000 with a charge of two regular school years to your entitlement instead of one year? Note that this would reduce the total amount of time you may train. (check one)

1 ☐ Yes
2 ☐ No

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16. Would you agree that, as under the World War II GI bill, a subsistence allowance should not be paid a trainee if non-VA income exceeds a reasonable living expense as established by law? For example: Payment would be paid for tuition and fees, but there would be no subsistence allowance for a trainee having a gross monthly earnings (while in school) in excess of $440 for veterans with no dependents (or any trainee under the dependents educational assistance program); $590 for veterans with one dependent; $630 for veterans with two or more dependents. (check one)

1 ☐ Yes
2 ☐ No

21-30

17. If you have questions about your benefits, please refer them to the Veterans Representative on Campus at your school, or to your nearest Veterans Administration office. We'd appreciate your home telephone number in the space provided below. We may want to discuss with you some of the answers that you have given to our questions.

_____ (Area Code) _____ (Number)

This is the end of the survey. Please place the completed questionnaire in the enclosed envelope and mail it today. Thank you for your help.

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CARD COLUMN	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
CODE																

If you want to write to the Veterans Administration Office in your area, address your letter to the DIRECTOR, VA REGIONAL OFFICE at the address indicated below

Area	*Address*
Alabama	Aronov Bldg. 474 S. Court St., Montgomery - 36104
Alaska	P.O. Box 1285, Juneau - 99802
Arizona	3225 North Central Ave., Phoenix - 85012
Arkansas	Federal Bldg., 700 W. Capitol Ave., Little Rock - 72201
California	Federal Bldg., 11000 Wilshire Blvd., W. Los Angeles - 90024
	1250 Sixth Ave., San Diego - 92101
	211 Main St., San Francisco - 94105
Colorado	Denver Federal Center, Denver - 80225
Connecticut	450 Main Street, Hartford - 06103
Delaware	1601 Kirkwood Hwy., Wilmington - 19805
District of Columbia	941 N. Capitol St., Washington - 20421
Florida	Federal Bldg., 144 First Ave., S., St. Petersburg - 33731
Georgia	730 Peachtree St., NE, Atlanta - 30308
Hawaii	P.O. Box 3198, Honolulu - 96801
Idaho	550 W. Fort Street, Boise - 83724
Illinois	P.O. Box 8136, Chicago - 60680
Indiana	575 N. Pennsylvania St., Indianapolis - 46204
Iowa	Federal Office Bldg., 210 Walnut St., Des Moines - 50309
Kansas	5500 E. Kellog, Wichita - 67218
Kentucky	600 Federal Place, Louisville - 40202
Louisiana	701 Loyola Avenue, New Orleans - 70113
Maine	Togus - 04330
Maryland	Federal Bldg., 31 Hopkins Plaza, Baltimore - 21201
Massachusetts	John Fitzgerald Kennedy Federal Bldg., Boston - 02203
Michigan	P.O. Box 1117A, Detroit - 48232
Minnesota	Federal Bldg., Fort Snelling, St. Paul - 55111
Mississippi	1500 E. Woodrow Wilson Blvd., Jackson - 39216
Missouri	Federal Bldg., 1520 Market St., St. Louis - 63103
Montana	Fort Harrison - 59636
Nebraska	220 S. 17th St., Lincoln - 68508
Nevada	1201 Terminal Way, Reno - 89502
New Hampshire	497 Silver St., Manchester - 03103
New Jersey	20 Washington Place, Newark - 07102
New Mexico	500 Gold Avenue, SW, Albuquerque - 87101
New York	Federal Bldg., 111 W. Huron St., Buffalo - 14202
	252 Seventh Avenue, New York - 10001
North Carolina	Wachovia Bldg., 301 N. Main St., Winston-Salem - 27102
North Dakota	2101 Elm Street, Fargo - 58102
Ohio	Federal Office Bldg., 1240 E. 9th St., Cleveland - 44199
Oklahoma	2nd & Court Street, Muskogee - 74401
Oregon	426 SW Stark St., Portland - 97204
Pennsylvania	5000 Wissahickon Ave., Philadelphia - 19101
	1000 Liberty Ave., Pittsburgh - 15222
Philippines	1131 Roxas Blvd., Manila
Puerto Rico	GPO Box 4867, San Juan - 00936
Rhode Island	Federal Bldg., Kennedy Plaza, Providence - 02903
South Carolina	1801 Assembly St., Columbia - 29201
South Dakota	2501 West 22nd St., Sioux Falls - 57101
Tennessee	110 9th Ave. South, Nashville - 37203
Texas	2515 Murworth Dr., Houston - 77054
	1400 N. Valley Mills Drive, Waco - 76710
Utah	125 S. State Street, Salt Lake City - 84138
Vermont	White River Junction - 05001
Virginia	211 W. Campbell Avenue, Roanoke - 24011
Washington	915 Second Ave., Seattle - 98174
West Virginia	502 Eighth St., Huntington - 25701
Wisconsin	342 N. Water Street, Milwaukee - 53202
Wyoming	2360 E. Pershing Blvd., Cheyenne - 82001

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VETERANS ADMINISTRATION
DEPARTMENT OF VETERANS BENEFITS
WASHINGTON, D.C. 20420

COVER LETTER - SECOND REQUEST

We recently asked you to complete the attached questionnaire. Since we have not received your response, we are repeating our request and sending you another questionnaire. If you have already returned the first one, please disregard this request.

This survey was directed by the Congress to obtain opinions of persons who are receiving educational assistance. Results of the survey will be considered by the Congress in determining changes to educational benefits for veterans and their dependents. Your response to this questionnaire is very important to the success of this survey.

Please give us a few minutes of your time. Fill out the questionnaire and return it as soon as possible in the enclosed self-addressed envelope which requires no postage. The table of benefits at the bottom of page two should be reviewed before you start to answer the questionnaire.

Let me personally assure you that any information you give us will be kept strictly confidential. No information of any kind from this questionnaire will be put in your personal Veterans Administration records or those of any other government agency.

Thank you for your cooperation.

Rufus H. Wilson

RUFUS H. WILSON
Chief Benefits Director

Enclosure

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VETERANS ADMINISTRATION
DEPARTMENT OF VETERANS BENEFITS
WASHINGTON, D.C. 20420

COVER LETTER - THIRD REQUEST

We are again asking your cooperation to complete this questionnaire. If you have already returned a completed questionnaire, please disregard this request.

The Congress has directed that we obtain opinions about benefits from persons receiving educational assistance. However, there are over 1.7 million -- we can only survey the small sample which we selected to represent all trainees. That is why your personal response is very important to the validity of this survey.

You can help us a great deal by assisting in the survey. Please fill out the questionnaire and return it as soon as possible in the enclosed self-addressed envelope which requires no postage. The table of benefits at the bottom of page two should be reviewed before you start to complete the questionnaire.

Let me emphasize the personal and confidential nature of your reply. The information you give will be used for statistical purposes only. Nothing from this questionnaire will be entered in your Veterans Administration records or those of any other government agency.

Thank you for your cooperation.

Rufus H. Wilson

RUFUS H. WILSON
Chief Benefits Director

Enclosure

FL 20-6885
APR 1975

77

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APPENDIX C

Date:

In Reply Refer to: 20/201F

VETERANS ADMINISTRATION
OFFICE OF THE CHIEF BENEFITS DIRECTOR
WASHINGTON, D.C. 20420

O.M.B. No. 76-S75003
Approval Expires Dec. 1975
RCS 20-16-S

Dear

The Administrator of Veterans Affairs has asked me to conduct the education tuition assistance study required by Public Law 93-508. This study is to investigate the administrative difficulties and opportunities for abuse that would be occasioned by enactment of variable tuition assistance legislation, and of ways these problems could be avoided or minimized through legislative or administrative action.

Part of the study concerns obtaining the views and suggestions of service organizations, education groups, and other government agencies. We would appreciate the opinions of your organization. Pertinent portion of Public Law 93-508 and general information about Veterans Administration education assistance are enclosed for your convenience.

Views and suggestions of all interest parties will be summarized and referred to the President and the Congress. To aid our summarization and analysis of responses, please address your comments to items under the following three general categories:

Part I. Calculation and Payment of Education Assistance.

State your preference between (1) having separate tuition allowance with reduced subsistence, or (2) continuing present combined level payment plan. Give reasons supporting your choice.

If you favor separate tuition payments, indicate your choice, giving reasons, of having payments sent (1) directly to the school, or (2) directly to the student.

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Show veteran's full name, VA file number, and social security number on all correspondence

If tuition assistance provisions were enacted into law for all veterans and dependents, should payment be based on the school's customary charges for other similarly circumstanced students? For example, a state resident should not be charged out-of-state rates. If you do not agree with customary charges, what basis of payment would you propose?

If you favor separate tuition payments, would you also favor inclusion of a provision for acclerated payment of benefits with proportionate reduction of entitlement? Example: Assuming that the maximum tuition allowance is $1,000 per regular school year and cost of tuition is $2,000 per school year, should the student have the option to request payment of the full $2,000 with a charge of two regular school years against entitlement? It should be recognized that this option would shorten the normal entitlement period.

Part II. Administrative Procedures.

Comment on the impact, additional cost, and administrative burden to the schools and to the government of processing an estimated 2,500,000 separate tuition payments annually.

Would school handling and certification of separate student tuition payments, procedures similar to advance payments, generate a demand for increased school reporting fees?

Should the school be liable for tuition overpayments based on erroneous certifications by the school?

Is it feasible to require schools to make tuition refunds within 30 days for persons failing to commence a program of education or for terminations within the school refund period? If your answer is no, what would be a reasonable time?

Can you suggest procedures which would avoid or minimize false claims?

Part III. Other Comments.

Describe anticipated problems pertaining to the payment of education tuition assistance allowances that you wish to bring to the attention of the Veterans Administration. Include your suggestions for eliminating or minimizing these problems through legislative or administrative action.

Receipt of your comments by June 15, 1975 will permit consideration for the study report to the President and the Congress. Your assistance in this study is appreciated.

Sincerely yours,

RUFUS H. WILSON
Chief Benefits Director

Enclosure

VETERANS ADMINISTRATION EDUCATION QUESTIONNAIRE

SECTION A -- EXTRACT OF PUBLIC LAW 93-508

Section 105. (a) The Administrator shall carry out directly a thorough study and investigation of the administrative difficulties and opportunities or (for) abuse that would be occasioned by enactment of some form of variable tuition assistance allowance program, with reference to such difficulties and abuses experienced by the Veterans Administration after the end of World War II in carrying out the provisions of Veterans' Regulation Numbered 1 (a), relating to the payment of tuition and related expenses for veterans of World War II pursuing a program of education or training under the Servicemen's Readjustment Act of 1944, and to any such difficulties and abuses presently being experienced by the Veterans Administration in carrying out existing tuition assistance programs under Title 38, United States Code, including Chapter 31 vocational rehabilitation, correspondence courses, flight training and PREP, and of ways in which any such difficulties and abuses could be avoided or minimized through legislative or administrative action so as to ensure an expeditious, orderly, and effective implementation of any tuition assistance allowance program.

(b) In carrying out the study and investigation required by subsection (a), the Administrator shall consult with and solicit the views and suggestions of interested veterans' organizations, educational groups and associations, persons receiving assistance under chapters 31, 34, 35, and 36 of Title 38, United States Code, other Federal departments and agencies, and other interested parties.

(c) The Administrator shall report to the Congress and the President not later than one year after the date of enactment of this Act on the results of the study and investigation carried out under this section, including any recommendations for legislative or administrative action.

SECTION B -- GENERAL INFORMATION

1. Background. Historically, veterans education assistance for school trainees has consisted of variable payments toward the cost of tuition and subsistence, however, the method of calculating and paying benefits has differed. Generally, two

methods have been used: (1) tuition allowance calculated and paid directly to the school with separate subsistence allowance paid to the trainee; and (2) a single level monthly payment sent directly to the trainee that represents assistance toward the cost of both tuition and subsistence.

The first of these two methods was used for World War II GI bill trainees. Due to abuses, frauds, and problems experienced in administering the World War II program, Congress provided education assistance to Korean and Vietnam veterans and dependents under the second method.

During the 93rd Congress, the monthly education allowance was increased 22.7 percent for GI bill trainees. At that time the Congress also considered but did not approve partial tuition assistance for current GI bill (chapter 34) and Dependents Education Assistance Program (chapter 35) trainees. However, they did provide that the Veterans Administration conduct a study of the problems which might be incurred in such a procedure and report to the Congress. This study is directed by Public Law 93-508.

2. World War II Program. Veterans were paid a subsistence allowance of $75 a month without dependents, $105 for veterans with one dependent and $120 for veterans with more than one dependent; and payments were made to the school not in excess of $500 per ordinary school year for customary costs of tuition, books, supplies, equipment and other fees for full-time institutional training. Lesser amounts were paid for part-time training. Also, there was a ceiling on combined earnings and subsistence allowance for World War II GI bill trainees. No subsistence was paid a trainee having gross monthly earnings of $210 for veteran with no dependents; $270 for veteran with one dependent; $290 for veteran with two or more dependents.

3. Current Benefits. Full-time vocational rehabilitation benefits for service-disabled veterans (chapter 31) consist of separate monthly subsistence allowance paid to the veteran and customary cost of tuition, fees, and books paid directly to the school. Other veterans (chapter 34) and dependents (chapter 35)

attending training institutions on a full-time basis receive a single level monthly payment for both purposes. The table below shows a comparison of January 1975 benefits under the two methods. Lesser amounts are paid for part-time training. Note that the monthly allowance is lower when a separate tuition allowance is provided.

FULL TIME INSTITUTIONAL TRAINING BENEFITS

Type of Assistance	Monthly Allowance				
	No Dependents	One Dependent	Two Dependents	Each Additional	Tuition Allowance
Vocational Rehabilitation	$ 209	$ 259	$ 304	$ 22	Customary tuition, books and fees
GI Bill	270	321	366	22	None
Dependents Education	270	---	---	--	None

63-864 O - 76 - 7

FEDERAL DEPARTMENTS AND AGENCIES

Dr. Terrell H. Bell
Commissioner of Education
Department of Health, Education and Welfare
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Honorable John T. Dunlop
Secretary of Labor
Washington, D.C. 20210

Honorable William E. Simon
Secretary of the Treasury
Washington, D.C. 20220

Honorable James R. Schlesinger
Secretary of Defense
Washington, D.C. 20301

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APPENDIX D

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

MAY 29 1975

Mr. Rufus H. Wilson
Chief Benefits Director
Veterans Administration
Washington, D.C. 20420

Dear Mr. Wilson:

In response to your request of May 9 for the views and suggestions of the Office of Education regarding the education tuition assistance study required by P.L. 93-508, I am pleased to submit for your information the following response:

Part 1. Calculation and Payment of Education Assistance

The Office of Education recommends continuation of the present combined level payment plan. This plan provides for the use of educational benefits by the veteran for either a contribution to tuition or for use in meeting the costs of subsistence. The option remains with the veteran. Many veterans currently attend, through choice, a public institution that may charge no tuition or a very modest tuition. A number of public institutions waive tuition payments for veterans, and the veteran attending this type of institution can utilize his educational benefits nearly exclusively for subsistence. A policy of separate tuition payments is not supported by the Office of Education.

Part 2. Administrative Procedures

The Office of Education believes that there would be a significant impact and an additional administrative burden on postsecondary institutions if they were required to process an estimated 2,500,000 separate tuition payments annually. The additional costs generated by the utilization of separate tuition payments would probably motivate institutions to seek relief from this cost burden through the medium of an administrative allowance.

There would also be the potential for erroneous certifications and false claims. The possibility of requiring the posting of a performance bond by the institutions to protect the government's interest might be one method to assure the absence of fraud if separate tuition payments were determined to be an acceptable method for distributing educational benefits to veterans.

Thirty days would appear to be a reasonable time period for institutions to process tuition refunds for persons failing to commence a program of education or for terminations within the school refund period.

We do not have a recommendation regarding procedures that might be established for the purpose of minimizing or eliminating false claims; however, we would be pleased to participate in any discussion you might wish to hold on this subject.

Part 3. Other Comments

An additional problem, pertaining to the payment of educational assistance allowances directly to the institution, could result in undue pressure on veterans through the use of sales media by marginal postsecondary institutions that might place their own enrollment quotas in a higher place than that of the educational need of the veteran.

I appreciate the opportunity to provide these suggestions to you, and I shall be pleased to assist you with any additional information that may be helpful to you in the conduct of your study.

Sincerely,

T. H. Bell
U.S. Commissioner
of Education

U. S. DEPARTMENT OF LABOR
OFFICE OF THE SECRETARY
WASHINGTON

JUN 16 1975

Mr. Rufus H. Wilson
Chief Benefits Director
Veterans Administration
Washington, D.C. 20420

Dear Mr. Wilson:

In response to your request of May 9 for the Department of Labor's views on educational tuition assistance, I am pleased to furnish the enclosed material. The views put forward in the enclosed memorandum are based on the experience of the Manpower Administration in their administration of the Manpower Development and Training Act. You will note that this experience is limited in terms of your concerns and questions and that the MDTA program and the current Comprehensive Employment and Training Programs are in large part dissimilar from VA's educational benefit programs. We do hope, however, that these views and comments are of value to you in your present study.

If you should have further questions regarding the enclosed, please contact Mr. John Cheston, Acting Director, Office of Policy Development (523-6054) directly.

Sincerely,

John T. Dunlop

Secretary of Labor

Enclosures

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION
WASHINGTON, D.C. 20210

14 JUN 1975

MEMORANDUM FOR JOHN CHESTON

As you requested, we have reviewed the Veterans Administration request for comments on the payment of tuition/stipends under Public Law 93-508. In line with your suggestion, we have based our responses on our experiences under MDTA and other statutes and programs. They follow the outline of the V.A. letter to the Secretary.

Part I Calculation and Payment of Education Assistance

Under MDTA, "tuition", or payment of education costs, were separate from the allowances paid to trainees. This was because the law divided responsibility for the two functions between the Secretary of Health, Education, and Welfare and the Secretary of Labor. The system worked well because HEW worked directly with State agreement agencies which in turn provided training through public and private facilities. Because of fairly rigid controls, there were few if any scandals, as such, although many schools did use MDTA funds as a device to build up their equipment and facilities.

In those few instances where enrollees were given payments with the intent that they in turn, reimburse a facility for some service, i.e., subsistance or transportation, there were occasions of abuse on one side or another. Therefore, we would recommend the first approach with payments directly to the school. We see no reason why a school should charge anything but its customary fees so long as those charges are in line with similiar courses being offered in the area and do not exceed those paid by non-V.A.-financed students.

The inclusion of a provision for accelerated payment of benefits appears valid in that it would provide flexibility to the individual in selecting a course of study. Naturally, we assume that the rate of tuition being charged would be legitimate and that the full duration of the course could be completed within the shortened entitlement period.

Part II Administrative Procedures

Except for a small number of "individual referrals" most reimbursement to schools for educational costs under MDTA were on a "class size" basis thereby reducing the administrative burden considerably. As a result, the costs of the HEW-State Agreement Agency Operation were not unreasonable particularly in view of its general freedom from abuse. The V.A. program is a different thing entirely with its emphasis on individual choice of schools by the participant. Obviously the cost to the government will be high but the burden to the schools should be offset by their increased enrollments. We would not think that even if the schools requested additional reporting fees for V.A.-financed students that their requests would be valid.

We believe the schools should be held liable for tuition overpayments based upon their own errors. The threat of such liability would keep such errors to a minimum.

The next two questions relating to appropriate periods for tuition refunds and false claims by schools are beyond our expertise as these matters were generally HEW responsibilities.

Part III Other Comments

Under the Comprehensive Employment and Training Act of 1973, we have seen a gradual but marked shift by CETA Prime Sponsors toward the use of individual referral training. While allowances

are still separate from "tuition" for those CETA participants taking courses in school settings, no difficulty has been experienced in having several hundred prime sponsors contracting directly with a wide variety of educational institutions. Of course, CETA is primarily a decentralized administrative structure which spreads the administrative costs over many actors and thereby makes them less visable than would be the case under the PL-93-508 program. However, the regulations covering the payment of CETA allowances and the use of funds by prime sponsors and their agents (i.e., the schools) are such as to have prevented, so far, the abuses which seem to be the primary concern of V.A.

WILLIAM B. HEWITT

THE DEPARTMENT OF THE TREASURY
WASHINGTON, D.C. 20220

FISCAL ASSISTANT SECRETARY

JUN 25 1975

Dear Mr. Wilson:

This is in response to your letter of May 9 to the Secretary regarding the education tuition assistance study required by Public Law 93-508.

The study requires that views and suggestions be obtained from such diverse interest groups as service organizations, education groups, and government agencies. Comments of the Department are limited to Parts I and II of the study and relate only to our responsibilities for issuing the Treasury checks for education assistance payments.

Part I - Calculation and Payment of Education Assistance

The present combined level payment plan is preferable over having separate tuition and subsistence payments. The issuance of one combined payment check is less expensive than issuing two separate checks and also results in less administrative costs relative to follow-up handling of claims of nonreceipt.

Part II - Administrative Procedures

It would cost the Treasury Department about $325,000 annually to prepare and mail the estimated 2,500,000 separate tuition payments. This is a preparation cost of $75,000 and an additional $250,000 to mail them to the payees. Additionally, there would be increased costs in related administrative matters, such as processing a larger volume of nonreceipt claims, preparation of check issuance microfilm and check reconciliation and accounting documents. Personal service and non-personal service costs, including computer and other machine usage time, would also increase.

We appreciate the opportunity to respond and hope that the information furnished will be of assistance.

Sincerely yours,

John K. Carlock

Mr. Rufus H. Wilson
Chief Benefits Director
Office of the Chief Benefits Director
Veterans Administration
Washington, D. C. 20420

ASSISTANT SECRETARY OF DEFENSE
WASHINGTON, D.C. 20301

MANPOWER AND
RESERVE AFFAIRS

12 JUN 1975

Mr. Rufus H. Wilson
Chief Benefits Director
Veterans Administration
Washington, D. C. 20420

Dear ~~Mr. Wilson~~ Rufus:

Secretary Schlesinger asked me to answer your letter of May 9, 1975, regarding the education tuition assistance study required by Public Law 93-508.

We sent a copy of your letter to the education officers in each Military Department, requesting their comments. Attached is the Air Force reply. We will forward replies from the Army, Navy, and Marine Corps as soon as they are received.

Sincerely,

Thomas W. Carr
Director
Defense Education

Attachment

AMERICAN REVOLUTION BICENTENNIAL 1776-1976
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DEPARTMENT OF THE AIR FORCE
HEADQUARTERS UNITED STATES AIR FORCE
WASHINGTON, D.C.

REPLY TO ATTN OF: DPPE

23 May 1975

SUBJECT: Education Tuition Assistance Study (Public Law 93-508) (Your Memo, 13 May 75)

TO: Director, Voluntary Education
OASD(M&RA)

The following comments and opinions are provided. They have been developed from the standpoint in our primary interest in the in-service use of VA benefits by active duty personnel. Our interests may not necessarily coincide with those of ex-servicemen and women or of educational institutions in terms of their veteran students. Overall, we find the current system satisfactory in the context of our voluntary educational programs.

Part I - Calculation and Payment of Education Assistance: Continuation of the present combined level payment plan is preferred. For active duty members, VA benefits for part-time study are limited to the actual cost of the tuition. They receive no extra allowance for dependents since "subsistence" is not covered for them. The situation would be complicated for those who receive full-time benefits (i.e., while on Bootstrap TDY) if the payments were divided between "tuition" and "subsistence" since they might lose the portion attributed to "subsistence."

If a separate tuition payment system were enacted, payments should be based on the stated (customary) tuition charge. In no event should an institution be permitted to charge one of its residents at an out-of-state rate because he is VA.

Part II - Administrative Procedures: We do not believe that a separate tuition system would increase workload in our Air Force Education Centers but it would certainly increase the administrative work in the civilian institutions - possibly enough to reflect in higher tuition rates. Schools would probably ask for increased school reporting fees. This should be resisted by the VA. Almost all schools are in a highly competitive market for students. There is no need to subsidize them additionally for enrolling veteran students.

Institutions definitely should be held responsible for overpayments based on their erroneous certifications.

Thirty (30) days is a reasonable deadline for schools to make refunds in the context of the question.

To avoid false claims by individuals, the best safeguard is to require adequate certification by the institution. With regard to abuses by schools, the best safeguard is to make it known that the VA conducts compliance surveys on a random sample basis - and for the VA to actually make such surveys on a continuing basis.

Underwrite Your Country's Might - Buy U.S. Savings Bonds

Part III - Other Comments: We recommend a basic change in the system of calculating payments and the depletion of entitlement. Please see the attached letter from the Strategic Air Command, 15 May 75. We continue to support the suggestion and have never received an adequate explanation why it is not acceptable to the VA. We recommend that its features be included in any early change to the VA legislation.

Robert W. Quick

ROBERT W. QUICK
Chief, Education Services Function
Education Division

1 Atch
CINCSAC/DPATE Ltr, 15 May 75, w/atch

NOTE: Attachment removed -- not pertinent to Education Tuition Assistance Study.)

DEPARTMENT OF THE NAVY
OFFICE OF THE CHIEF OF NAVAL OPERATIONS
WASHINGTON, D.C. 20350

IN REPLY REFER TO
Ser 991E/71713
17 JUN 1975

MEMORANDUM FOR THE DIRECTOR, OFFICE OF DEFENSE EDUCATION

Subj: Education Tuition Assistance Study (P. L. 93-508)

Ref: (a) OASD(M&RA) memo of 13 May 1975

1. Reference (a) forwarded a Veterans Administration (VA) letter of 9 May 1975 regarding an Education Tuition Assistance Study and requested opinions on the Veterans Administration letter.

2. The Navy has had no significant experience with the manner in which the VA pays educational assistance to veterans. Therefore, we can only comment upon the manner in which active duty Navy personnel have been assisted by the Veterans Administration under the In-Service Provisions of Chapter 34, Title 38, United States Code.

3. The following comments are in the same order as in the Veterans Administration letter:

a. Part I, Calculation and Payment of Education Assistance

(1) The present system for in-service personnel is favored and should be continued. Under this system, the Veterans Administration makes payment for the entire quarter, semester, or term to the service person after the Veterans Administration receives the signed Enrollment Certification from the school or training establishment. If the service person applies for advance payment, the Veterans Administration sends the check to the school for delivery to the service person upon registration. Payment is based upon the cost of the course (tuition and fees) not to exceed the full-time monthly rate of $270 (proportionately scaled downward for 3/4 time, 1/2 time, and 1/4 time). The number of dependents is not a factor in this payment.

(2) It is recommended that the payment of state-resident tuition rates or non-state-resident tuition rates by the Veterans Administration be a matter of the laws of the state in which the institution is located. If state laws regard the service person as a legal resident, then

the Veterans Administration should pay the charges levied upon residents. Conversely, if a service person is regarded as a non-resident, then the Veterans Administration should pay the public institution the tuition rate of a non-resident. For private or proprietary institutions, the Veterans Administration should pay the same rate for both residents and non-residents of the state. It should be noted, however, that some states charge service personnel, whether they be residents or non-residents, the same rate as residents.

b. Part II, Administrative Procedures

(1) The present system for in-service personnel, if continued, would add no additional administrative burdens to the government or schools.

(2) Inasmuch as the Veterans Administration makes payment to the active duty service person for tuition and fees, the service person should be obligated to return such payment, or portion thereof, if he does not commence the program, terminates the program, or fails the program. The government should not demand repayment if the service person is unable to commence or complete the program because of official transfer, hospitalization, or other extenuating circumstances beyond the control of the service person. Recovery of funds from the school is, therefore, the concern of the service person and not of the Veterans Administration.

c. Part III, Other Comments

(1) Since the approval criteria of state agencies vary widely, it is recommended that the Veterans Administration make tuition payments to in-service personnel for post-secondary courses only taken from institutions that are accredited by nationally recognized accrediting agencies and associations. Nationally recognized accrediting agencies and associations are listed in an annual publication published by the Accreditation and Institutional Eligibility Staff, Bureau of Postsecondary Education, Office of Education, Department of Health, Education and Welfare.

(2) Because in-service personnel are highly mobile, it is believed that the above recommendation will permit greater acceptability of credit transfer and will reduce the number of in-service personnel who begin programs of doubtful value.

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(3) It is further recommended that the Director, Voluntary Education, Office of the Assistant Secretary of Defense (Manpower and Reserve Affairs) sponsor an annual meeting of service representatives and the Veterans Administration in order to exchange information about institutions attended by in-service personnel. It is believed that such an exchange will surface programs and institutional practices that are inimical to the best interest of in-service personnel.

C. N. MITCHELL
Rear Admiral, U.S. Navy
Deputy Director
[illegible] & Training

Copy to:
CNET

DEPARTMENT OF THE NAVY
HEADQUARTERS UNITED STATES MARINE CORPS
WASHINGTON, D.C. 20380

IN REPLY REFER TO
MTES-50-bdt
1560/1

11 JUN 1975

MEMORANDUM FOR THE DIRECTOR, VOLUNTARY EDUCATION, OASD(M&RA)

Subj: Education Tuition Assistance Study (Public Law 93-508)

Ref: (a) OASD(M&RA) memorandum of May 13, 1975

In response to the request contained in reference (a), the following Marine Corps comments are submitted to assist in the subject study.

Part I. Calculation and Payment of Education Assistance

Continuation of the present combined level payment plan is preferred because it:

1. Permits complete freedom of choice by the individual of both school and location of school and provides equal benefits and opportunities for all eligible veterans.

2. Makes the individual responsible for tuition payments at the school of his choice instead of the school acting as collection agent.

3. Minimizes the record keeping required by a school as opposed to when the tuition is paid directly from the VA.

4. Eliminates possibility of fraud in acceptance of VA payments for disenrolled students or fraudulent enrollments.

5. Eliminates the opportunity for state schools to charge the VA out-of-state tuition rates for state residents as was done in some cases under the World War II G.I. Bill.

6. Contains provisions for advance payments thereby no longer requiring the veteran to pay in advance and then wait for VA checks.

If tuition assistance provisions were enacted into law for all veterans and dependents, payment would be based on the school's customary and established charges for other similarly circumstanced students. Any bona fide

Subj: Education Tuition Assistance Study (Public Law 93-508)

resident of a state should be charged in-state rates to avoid repetition of World War II practices of charging VA out-of-state rates for all students enrolled under the G.I. Bill.

Part II. Administrative Procedures

Processing of separate tuition payments would result in requirements for additional personnel at the schools and at VA offices. The schools would probably significantly increase tuition rates to absorb the increase in costs to the schools.

School handling and certification of separate student tuition payments would generate a high demand for increased school reporting fees in order to offset the increased costs in administration.

Any school which makes erroneous certifications would be held completely liable for tuition overpayments.

Schools should be required to make tuition refunds within 30 days for non-starts and within the established refund period of the school for disenrollment.

Payment to the individual student is the best safeguard against false claims because the student must assume the responsibility for paying his tution.

Part III. Other Comments

Anticipated problems pertaining to the payment of education tuition assistance allowances:

1. Discrimination among veterans enrolling in low and high cost schools.

2. Increase in tuition costs to absorb additional administrative burden to schools.

3. Opportunity for fraudulent enrollments and failure to refund for disenrollments.

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4. Additional personnel required by the government and the schools to administer the program.

W. B. FLEMING
Brigadier General, U. S. Marine Corps
Director of Training and Education
By direction of the
Commandant of the Marine Corps

The American Legion

★ WASHINGTON OFFICE ★ 1608 "K" STREET, N.W. ★ WASHINGTON, D.C. 20006 ★
(202) 393-4811 ★

June 17, 1975

Mr. Rufus H. Wilson (20)
Chief Benefits Director
Veterans Administration
810 Vermont Ave., N.W.
Washington, DC 20420

RE: 20/201F

Dear Mr. Wilson:

We are replying to your letter of May 9, 1975 on the education tuition assistance study directed by section 105 of Public Law 93-508. As requested in your letter, our comments are directed to the following three general categories:

Part I. Calculation and Payment of Education Assistance.

a) With respect to the two options, that is, tuition with reduced subsistence or continuing the present combined payment plan, neither are appropriate to the existing policy of The American Legion. We favor continuation of the existing educational assistance rates as subsistence, plus up to $1000 for each school year to cover cost of tuition, fees, books, and other usual student charges.

Contrary to the views of the Veterans Administration, there are several studies and conclusions which state that the Vietnam Era veteran has less in education dollars than the World War II veteran. Several point to the fact that it is inappropriate to use the Consumer Price Index to compare 1948 educational assistance dollars with those now payable under Chapter 34 of title 38, United States Code.

A comparison in constant dollars between the maximum tuition and subsistence levels available to World War II GI's, with current educational assistance levels shows that as of January 1975, Vietnam Era veterans are deficient on the average of $215 monthly. (See Senator Bellmon's data in the Congressional Record of May 14, 1974.)

In addition, several studies and reports indicate that the educational benefit is most accessible to veterans living in low cost tuition states, and who seek a college level education. It discriminates markedly against those who live in high cost public tuition states and against nonresident veteran students.

b) We favor payment of tuition directly to the school.

c) If tuition assistance provisions are enacted, payments should be based on the school's customary charges for other similarly circumstanced students. Severe penalty provisions should be included to insure that school administrators will not resort to the former practice of charging resident veterans nonresident tuition and fees.

d) As our statements before the Congress will demonstrate, we do favor acceleration of expenditure of entitlement. Since we support tuition assistance, we also support acceleration of its expenditure as exampled in your letter. This acceleration should not pertain to the monthly subsistence allowance payable.

Part II. Administrative Procedures.

a) As we see the strictures that need be imposed on schools with respect to certification of enrollment and attendance, additional administrative burdens would be placed both on the schools and on the Veterans Administration. Increased appropriations would be needed for General Operating Expenses. We have no data on which to base an approximation of additional personnel and funding.

b) Increased administrative procedures associated with tuition payments to the institution or school would, we feel certain, generate a demand for increased reporting fees. However, a standard reporting fee, set by law, could be included in the registration fee and paid by the veteran.

c) Provision should be included in the Act which would provide that the school reimburse the Government where an overpayment of tuition results from an erroneous certification.

d) A 30-day period for tuition refund by the school appears to be reasonable.

e) The number of false claims could be reduced by the provision in law that tuition payments will not be made until the school certifies that the veteran is enrolled in and pursuing the educational objective approved. Erroneous certifications would be subject to the tuition refund discussed under (c) above.

Part III. Other Comments.

This is covered under our several comments in Parts I and II.

Thank you for the opportunity to participate in this study.

Sincerely,

E. H. GOLEMBIESKI, Director
National Veterans Affairs and
Rehabilitation Commission

EHG:sm

V F W VETERANS OF FOREIGN WARS OF THE UNITED STATES

NATIONAL VETERANS SERVICE

Office of Director

June 17, 1975

Rufus H. Wilson
Chief Benefits Director
Veterans Administration
810 Vermont Avenue, N. W.
Washington, D. C. 20420

Dear Mr. Wilson:

Thank you for your letter of May 9, 1975, requesting the Veterans of Foreign Wars' comments concerning the Education Tuition Assistance Study required by Public Law 93-508.

Notwithstanding our support for extending veterans educational assistance to post-Vietnam Era veterans, the immediate concern is the plight of the Vietnam Era veteran subjected to an inequitably high unemployment rate. This high unemployment creates stiffer competition and places greater emphasis on the need for higher educational or vocational preparation. This predicament has over the years been further aggravated by an economy in which the educational assistance provided by the current GI Bill, since its enactment in June 1966, has proven grossly inadequate. Unfortunately, any legislation envisioned by this study is nine years late for maximum effectiveness. Nonetheless, we strongly encourage any program which may come of this study to provide better educational opportunities for veterans and eligible dependents.

The primary concern of such a study should be development of a program which affords maximum opportunity for veterans or eligible dependents to attain their educational or vocational objective at a school of their choice. All too often, under the current GI Bill, otherwise eligible veterans or dependents are banned from attending a school recognized for its high standards in the student's chosen field because the tuition is too high or the cost of living in the area is too high. This is a situation which did not exist to as great a degree under the two previous GI Bills; and it creates a tremendous obstacle at a time requiring full attention to studying.

In view of the above and the fact that there has been an inequitable increase in the tuitions of private institutes of higher learning compared with that of public colleges, we feel that the Congress should consider a separate tuition payment system and provide the necessary safeguards to control the program, with tuition payments sent directly to the students, thus avoiding additional administrative costs.

Rufus H. Wilson
Page 2
June 17, 1975

In fact, it was the Veterans of Foreign Wars who informed the Congress that while we steadfastly support the concept of tuition assistance in addition to the basic allowance, we at the time of the conference, recommended that it only be removed in order for the GI Bill to pass in time for the September, 1974 school period.

In the absence of a total separate tuition allowance or payment, Congress should address itself to providing veterans or dependents with sufficient funds to reach final educational or vocational objectives. This can best be done by substantially increasing the present combined level payment plan.

We appreciate the opportunity to respond to this study.

Sincerely,

Robert L. Ashworth
Director

RLA:jdc

National Headquarters
Catholic Veterans
OF THE U... OF AMERICA
3 MA... AVENUE N.W.
WA... 20001
202-737-8600

16 June 1975

Rufus H. Wilson, Chief Benefits Director
Veterans Administration
Washington, D.C. 20420

Dear Mr. Wilson:

I am sorry about the delay in my reply but here are my recommendations.

Part 1. I am in favor of separate tuition with no reduction in allowance. I am in favor of the tuition being paid directly to the school.

I would not favor inclusion of a provision of accerated benefits with proportionate reduction in entitlement. I think this paragraph is ridiculous from past experience. I know the veterans would spend the money for other things.

Part 2. I feel that the school should be allowed an additional cost for administrative purposes. The school should be liable for tuition over payments based on erroneous certification by the school. I believe the school should be allowed 60 days to make tuition refunds for person failing to come in to give the veteran a chance to explain why he did not report.

Thank you very much for your consideration.

Fraternally yours,

Neil G. Knowles
National Commander

NGK:med
CC: Rose Marie Rishell
Mary Ruth Cavanaugh - National President - CWVA

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THE AMERICAN NATIONAL RED CROSS
NATIONAL HEADQUARTERS
WASHINGTON, D.C. 20006

May 14, 1975

Mr. Rufus H. Wilson
Chief Benefits Director
Veterans Administration
Washington, D. C. 20420

Dear Mr. Wilson:

Thank you for your letter of May 9, 1975 on the subject of the education tuition assistance study required by Public Law 93-508.

The American Red Cross is concerned and actively participates in the veterans' benefits program. Counsel and guidance are provided at the chapter level for veterans, their dependents and survivors with all types of applications for VA benefits and, where indicated, assistance is given in the assembling of supporting evidence needed to establish entitlement under the law.

As you know, the organization also provides staff at VA Regional Offices and the Board of Veterans Appeals to represent claimants when authorized by the applicant to do so.

We are of the opinion that the Red Cross lacks the competence to offer recommendations on legislation relating to how best our government might serve the veteran. We have channeled our efforts in the direction of assisting veterans and their survivors to secure the benefits provided by law when such assistance is requested.

We appreciate your continued efforts to make the veterans' benefits program more effective.

Very truly yours,

Howard D. Marlin
Director
Service at VA Offices

HDM:DV

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AMVETS
AMERICAN VETERANS OF WORLD WAR II-KOREA-VIET NAM
AMVETS National Headquarters
1710 Rhode Island Avenue, N.W., Washington, D.C. 20036 (202) 223-9550

June 16, 1975

Mr. Rufus H. Wilson
Chief Benefits Director
Veterans Administration
Washington, D.C. 20420

Dear Mr. Wilson:

Attached is a draft reply to your letter of May 9, 1975 to Mr. Sanchez.

Mr. Horgan dictated this reply on the 11th of June and did not have an opportunity to go over it as he has been out on sick leave. This morning Mrs. Horgan informed me that Mr. Horgan had a mild heart attack on Saturday and is now in Providence Hospital.

You requested a reply by June 15th and because of Mr. Horgan's illness I do not want to disturb him and since Commander Burdine and Executive Director Sanchez are in Korea for two weeks, I am forwarding this along in draft for your consideration.

The draft reads fairly smoothly and I hope it will be acceptable in this fashion. If there are any serious questions on its content I would appreciate it if you would call me so I may check them out with Mr. Horgan. (223-9550, Ext. 53)

Thank you very much and I apologize for the letter being in draft form.

Sincerely yours,

Dorothy A. LaValle

Dorothy A. LaValle
Secretary to John L. Horgan, Jr.,
National Legislative Director

Enclosure:
Draft letter.

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DRAFT LETTER

Mr. Rufus H. Wilson
Chief Benefits Director
Veterans Administration
Washington, D.C. 20420

Dear Mr. Wilson:

Your letter of May 9, 1975 requesting views and suggestions concerning administrative difficulties and opportunities for abuse which might be occasioned by enactment of variable tuition assistance legislation are contained hereafter following the outline you suggested.

Part I. Calculation and Payment of Education Assistance.

While we recognize the disparity between the benefits available to World War II veterans for educational benefits, we believe the experience in that program of tuition payments, while they would not cover full tuition costs under present tuition schedules, should be paid directly to the educational institution involved. However, a full-proof system of accountability by such institutions and a strict certification of attendance and achievement by the veteran enrollee should be part of such procedure. In view of the present economic situation and rate of inflation, such direct payment to the institution should not be at the expense of reduced circumstances to the veteran. All of the above is stated with full awareness that the funds provided presently do not begin to cover the veteran's cost of a full course of study at institutions of higher learning today.

In any event, tuition paid to the institutions should be on a fee basis negotiated between the Veterans Administration and the nation's institutions of higher learning. This view is based upon the sound belief that reduced enrollments due to the termination of the draft have greatly reduced enrollments at the undergraduate and post-graduate level. Also, customary tuition charges for credit will seek as well to subsidize those programs for underqualified minorities and other special interest groups and we strongly believe these additional cost factors should not be made a burden upon either the Veterans Administration or the veteran student. It might well be that the Veterans Administration's negotiations

for large groups of veteran enrollees at specific institutions and discounted return of tuition fees on campus circumstances might very well be feasible and consideration should be given to exploring such a program. Successful negotiation of such a program would render mute the question of using monetary entitlement on an accelerated basis outlined in your letter.

As you know, AMVETS supports the use of the extended 45-month entitlement period for work beyond the level of the "standard college degree," i.e., Masters and Doctoral degrees. We strongly believe also that provision where a veteran's course of study is interpreted for a good cause, or, as in the present situation where Congress has failed to provide necessary funding for payment of tuition of students presently enrolled, such time should not be charged against the period of total G.I. entitlement.

Part II. Administrative Procedures.

The development of a negotiated arrangement for direct payment to state and private institutions of higher learning should permit a drastic reduction in the administrative costs of processing the estimated 2 1/2 million separate tuition payments annually. Arrangements could be made for single payments to a limited class of institutional payees with strict accountability and protection for the veteran student enrollee. In our opinion where erroneous certifications by schools are made, the school rather than the veteran should be held accountable and liable for any overpayments. The same is true with our comment regarding tuition refunds within thirty days. Under a national criteria supervised by the Veterans Administration such refunds would in any event be a continuing carryover item for audit purposes deductible from future payments due the institution. The veteran should not be made the victim of administrative time lag.

Recent press reports as to the volume of present overpayments of G.I. education benefits indicated a large regroupment of those reported as the total figure. The reduction of false claims could be greatly reduced by the use by both institutions and the eligible veteran of separate IBM punch card returns to the Veterans Administration computer centers for joint

reconciliation, thus permitting immediate procedure with minimum delay against the responsible party.

Part III. Other Comments.

The development during the past five years at selected major universities and colleges of the so-called "university college" concept (where students can pursue a full course of accelerated study without specific attendance at scheduled classes but under the close supervision of "tutor/councillor/monitors" for assignments, and hard study assignments are completed, reviewed and evaluated either individually or in small groups by such councillors) provides an alternative method for eligible veterans to pursue courses of higher learning on a flexible individualized schedule. Accountability for the use of the 45-month educational entitlement might require similar flexible accounting for the number of credit hours thus accomplished in distinction to a strict calendar 45-month basis.

This unquestionably would require additional legislation. We believe, however, that the demonstrated success of these so-called off-campus accredited courses of study should be reviewed with the thought that necessary enabling legislation be introduced. The University of Maryland, in this area, has already had extensive experience with such studies as has the University of Wisconsin.

In closing, we would like to reemphasize the need for maximum flexibility in courses to be pursued by eligible veterans as to their scheduling, etc., but recommend most strongly that since most if not all institutions of higher learning at the present utilize computer operations in student administration in every major department, no real objective can be interposed to interelating such data for strict accountability with a computer program designed to monitor these institutions within the Veterans Administration date management department.

Sincerely,

John L. Horgan, Jr.
National Legislative Director

JLHJr:dal 6-11-75.
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aascu

American Association of State Colleges and Universities One Dupont Circle/Suite 700/Washington, D.C. 20036 (202) 293-7070

June 12, 1975

Mr. Rufus H. Wilson
Chief Benefits Director
The Veterans Administration
810 Vermont Avenue, N. W.
Washington, D. C.

Dear Mr. Wilson:

Attached is a memorandum which addresses itself to your questionnaire on tuition assistance, sent to our organization on May 12. (Reference 20/201F.) Mr. Ostar asked that I send you this reply, which has been circulated to the appropriate committees of our organization.

Please contact us if you have questions. We are pleased to be helpful to the Veterans Administration on this matter.

Sincerely,

John P. Mallan

John P. Mallan
Director
Governmental Relations

JPM:blg

cc: Allan W. Ostar

Enclosure

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Allan W. Ostar, Executive Director

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63-864 O - 76 - 9

June 12, 1975

MEMORANDUM

TO: Rufus H. Wilson, Veterans Administration

FROM: Allan W. Ostar

RE: Your Inquiry about a Variable Tuition Assistance Plan

The American Association of State Colleges and Universities (AASCU) as well as the National Association of State Universities and Land-Grant Colleges, has traditionally opposed a so-called "variable tuition assistance" plan for the G. I. Bill, under which veterans would receive a subsistance allowance plus a tuition payment based on the tuition of the college they attended--the plan which was used for the World War II G.I. Bill.

The two associations have preferred the plan used in the Korean and Vietnam era periods, under which a single payment goes to the veteran, to be used at his discretion both for subsistence and tuition.

There are two principal reasons for this preference:

1) The variable tuition plan rewards schools and colleges which charge high tuition and/or fees; indeed encourages such colleges to raise their charges. At the same time, it penalizes those colleges and states which have chosen to keep tuition at a low or zero level for all students. When veterans attend low-tuition colleges, the state and local taxpayers carry the burden, without federal assistance to provide for the burden of increased veterans' enrollment. When veterans attend high-tuition colleges, the federal government picks up part of the cost. Thus, taxpayers in low-tuition or zero-tuition states like California are not only subsidizing their own students, but at the same time helping to subsidize veterans in other states attending high-tuition colleges.

In other words, a variable tuition plan is discriminatory against low-tuition colleges and the taxpayers who support them.

2) A second reason for opposition to variable tuition relates to the abuses after World War II, especially at some of the high-tuition and "fly-by-night" schools which sprang up to take advantage of the high level of G. I. benefits available, and which were subject to very little regulation or monitoring. (Current experience, especially with the federal Guaranteed Student Loan Program, indicates that some of these abuses still exist, and cost the taxpayers very large sums each year. Available information is that these GSLP abuses are concentrated in the proprietary, profit-making sector, just as were many abuses after World War II.)

If the Congress of the United States were to vote a return to a variable tuition plan, many public colleges would probably feel that the only way to avoid discrimination would be to include for each veteran attending a low-tuition college a "cost-of-education payment" to the college, in lieu of a higher tuition payment.

For example, if Congress were to vote a $600 tuition payment per veteran, a college charging zero tuition should be entitled to $600 as a cost-of-education payment. A college charging $300 should be entitled to a $300 cost-of-education payment, and so on.

For the above reasons, AASCU member institutions would probably prefer to retain the present single payment plan, perhaps with a larger payment to veterans if this is necessary to meet the rising costs of college. (It has been suggested that G. I. benefits should carry a cost-of-living increase, to help meet rising costs.)

Given this general position, it is probably not necessary to comment on the detailed questions asked in your letter of May 9.

We appreciate being asked, and will be glad to furnish any further information we can.

AWO:blg

cc: John P. Mallan

association of
american colleges
[illegible] STREET N.W.
WASHINGTON, D.C. 20001
(202) 387-3400

June 18, 1975

Mr. Rufus H. Wilson
Chief Benefits Director
Veterans Administration
Washington, D.C. 20420

Dear Mr. Wilson:

Thank you for the opportunity to add our views to those of other interested groups on the possible impact of enactment of a variable tuition assistance component in the veterans education assistance program. The Association of American Colleges and its affiliate, the National Council of Independent Colleges and Universities, have testified before both houses of Congress in support of a tuition assistance component, and I am enclosing copies of those statements in the hope that they might prove useful to you.

Part I. Calculation and Payment of Education Assistance. We favor having a separate tuition allowance, with adequate subsistence support. This method increases student choice while avoiding the situation in which veterans attending some institutions receive support greatly in excess of charges, and veterans attending similar institutions receive only a portion of what they pay.

We believe the tuition payments should be made directly to the institution rather than to the student. This would give the institution better control, since it would ultimately be responsible for the funds, and would tend to discourage abuse.

We agree that payments should be based on the school's customary charges for other "similarly circumstanced" students.

We do not favor the inclusion of a provision for accelerated payment of benefits with proportionate reduction of entitlement.

Part II. Administrative Procedures. We do not believe that processing the separate tuition payments would create an unbearable burden for institutions of higher education. Institutions already process student aid from a variety of federal and state sources, and a Veterans Administration payment would not create substantial extra work or administrative cost. Also, sending tuition payments directly to the institutions of higher education, which presumably would report to

the VA on numbers of veterans enrolled, should not substantially increase administrative costs to the government.

We do not feel that the handling and certification procedures would generate a demand for increased school reporting fees. The institution would need only determine the number of eligible students; certification would not entail complicated need analyses.

If an institution makes an error in its certifications, it should in all fairness be liable for the resulting tuition overpayments.

We feel that requiring institutions to make tuition refund (to those failing to commence a program of education or for terminations within the school refund period) within 30 days would be an administrative hardship; 60 days would be a more reasonable period of time.

Requiring institutions of higher education to certify that the eligible veterans are duly enrolled and in good standing and making the institutions liable for any erroneous overpayments should minimize the problem of false claims.

Part III, Other Comments. For our views on anticipated problems pertaining to tuition assistance payments, I would refer to the enclosed testimonies, particularly pp. 5-7 of the May 7, 1974 statement before the House Committee on Veterans' Affairs.

Again, thank you for inviting our comments on this important issue. If I or my colleagues can be of further assistance, please do not hesitate to let me know.

Sincerely,

Frederic W. Ness
President

Statement of

Howard E. Holcomb

Federal Relations Officer

for the

ASSOCIATION OF AMERICAN COLLEGES

and the

NATIONAL COUNCIL OF INDEPENDENT COLLEGES AND UNIVERSITIES

before the

SUBCOMMITTEE ON EDUCATION AND TRAINING

HOUSE COMMITTEE ON VETERANS' AFFAIRS

May 7, 1974

10:00 a.m.

Thank you for the opportunity to appear before you this morning in support of a tuition payment program intended to benefit our veterans and our nation. I am Howard E. Holcomb, federal relations officer for both the Association of American Colleges and the National Council of Independent Colleges and Universities. The Association of American Colleges is comprised of approximately 800 colleges and universities, five-sixths of them independent, and the National Council of Independent Colleges and Universities is comprised of more than 1,000 independent colleges and universities.

Permit me first to commend this committee and the House for passing in February H.R. 12628, the Veterans' Education and Rehabilitation Amendments of 1974. This bill takes a significant step toward improving veterans' benefits through an increase of 13.6% in educational assistance allowances, increasing from eight to ten years the period of time during which veterans must complete their training, reducing the disability requirements for eligibility in vocational rehabilitation, and removing the numbers of veterans assisted under the work-study program and increasing the numbers of hours a veteran may work, plus other notable advances. We recognize these achievements have been accomplished in some instances against strong opposition.

Permit me next to applaud this committee for holding special hearings on the need for tuition payments and the several members of the subcommittee who have introduced H.R. 13183 which would provide up to $600 in tuition assistance above the national average of public tuition at $419. We recognize that the pressures on this committee for a tuition payment provision are considerable. The media coverage of veterans' concerns in recent days and weeks, coinciding with Vietnam Veterans' Day, has been intense. For those reasons, as well as others relating to the ongoing burdens of your legislative assignment on this committee, we wish to express our appreciation for your tolerance in hearing our request once again. You have patiently heard our associations on this topic in previous years.

The national attention focused in this instance on veterans' educational benefits can be traced directly to the World War II GI Bill and its benefits. That bill transformed all higher education, if not the entire nation, and rejuvenated our entire society. It became the precursor for almost a deluge of federal education enactments--beginning with the National Defense Education Act in 1958 and continuing through the Higher Education Facilities Act of 1963, the Higher Education Act of 1965, the Higher Education Amendments of 1968, the Education Amendments of 1972 which began to talk in terms of "entitlement" as created by the GI Bill in 1944, and now to the Education Amendments of 1974 which recently passed the House. Those several

committees of the House dealing with veterans' affairs in 1944 and in years since have pointed the way to federal legislation in higher education. The Congress, as well as state legislatures, have gained increased knowledge in subsequent years on how effectively to write such enactments.

A tuition payment should be considered first in terms of benefit to the veteran. Would a tuition payment improve the delivery system of benefits by providing equity to the veteran on a national basis, thereby eliminating or reducing any regional or state considerations which produce inequity? We believe it would, if properly designed, as the tuition payment in H.R.13183 proposes. The veteran was called or volunteered for national service, yet the veteran tends to be treated on a state or regional basis because of varying ways in which the cost of education is financed--i.e. the amount of state tax subsidy and the resulting balance assumed by the veteran. This set of circumstances has been presented in the Congressional Record by many members, as well as by the report of the Educational Testing Service procured by the Veterans' Administration in response to P.L. 92-540.

When the Association of American Colleges and the National Council of Independent Colleges and Universities testified before this committee in previous statements in support of a tuition payment, we pointed out that independent colleges and universities enrolled slightly more than one-half all veterans after World War II. We do not believe a tuition payment enacted now would restore that balance. Nor would we advocate that 50-50 balance in view of the fact that these colleges enroll now only 26% of degree credit students in all higher education. Interestingly, where veterans are provided a tuition payment under the vocational rehabilitation program about 28.6 percent of them enroll in independent institutions, very near the distribution pattern of all college students.

Indeed tuition charges at many public universities and colleges are high enough to depress the numbers of veterans that enroll there under the present benefit system, so that the enactment of a tuition payment as referred to above would undoubtedly permit many more veterans than are currently enrolled in those public

universities and colleges to do so if they chose. The veterans' options, in any event, should be increased.

The interest of our associations in veterans is more than monetary. While it appears that the growth cycle in all education, elementary through graduate, is flattening out, independent colleges and universities have grown in the recent decades. But our growth has not included veterans. Their contribution to our campuses after World War II was their maturity and seriousness of scholastic pursuits; we do not have enough veterans these days to contribute that necessary leaven to our educational loaf. We would like to think we could contribute something also to the individual Vietnam Veteran if he or she elected to attend one of the institutions.

When we first testified before Congressional committees three years ago our colleges enrolled slightly more than 20% of the veterans in college, last year that figure was about 18%, and this year--when a new record veterans enrollment since 1951 has been achieved--we estimate it may have dropped as low as 15%. We can only estimate the percentage this year, since the latest Information Bulletin from the Veterans Administration (November, 1973) no longer displays percentage information by proprietary status of facility.

In an effort to attract more veterans into all higher education, as well as to independent colleges and universities in particular, our associations two academic years ago set up an outreach program with the cooperation of The American Legion. More than 600 of our colleges and universities responded to our invitation to participate, and we identified an outreach director in each of the 50 states plus two territories. Under our program a member college could sign up to receive monthly lists of discharged veterans from as many as three states of its choice. This service was provided at no cost, or in some instances only out-of-pocket costs, to our members; in addition in some states we served the entire system of public community colleges on the same basis.

We evaluated the program after the first year and learned that most colleges and states found the service of little value. In some cases it was because of the

inadequacy of the lists--wrong addresses or names of persons retiring from service--but in others it was a matter of not being able to attract the veterans because of tuition charges. The program is still operating this year in about one dozen states. Efforts to encourage the appropriate departments or agencies of government to enter the program, both to provide added service as well as share in the expense, have not been successful.

If tuition payments were enacted, veterans would undoubtedly be pleased. Colleges and universities, including higher cost public universities and colleges as well as independent institutions, would share that pleasure. But before that development could transpire, answers to some of the questions concerning possible abuses would need to be provided.

It is essential that the federal government concern itself with abuses in any program, inside or outside higher education. It is a tribute to the federal government, its departments and agencies, and the private sectors which relate to them that our system of government is admired around the world. In the years since the enactment and subsequent administration of the first GI Bill our nation has built a large and complex educational enterprise, and it exists today almost free of criticism about abuses.

Earlier references to abuses connected to a tuition payment in the GI Bill included exorbitant increases in tuition charges, an inadequate refund policy and false advertising practices. Under the current proposal, a $600 tuition payment would take effect only after the veteran has paid $419 from personal resources; in the independent sector where most tuitions exceed $1,000, there would be no incentive to increase tuition since no gain would accrue to the institution. Furthermore, for those public institutions with tuitions approaching $1,000, the numbers of veterans contrasted with the numbers of all other students is so small as not to permit increasing tuition charges for the entire student body. In the days following World War II veterans made up a large proportion of the student body--in independent institutions they accounted for 45% in 1947-48. Today's tuition charges are so high,

in both the public and private sectors, as not to permit further increases beyond those reflecting inflation only. A frequently cited abuse under the first GI Bill, which did contain a tuition payment, dealt with the selling of books and supplies to the veteran; under the current proposal for up to $600 in tuition, books and supplies are not included, so that potential abuse is eliminated.

As for refund policies, they are fully delineated in college catalogs and are to our knowledge not the subject of misinterpretation or criticism for being inequitable. These policies generally provide for substantial refunds during the early weeks of semesters or terms. The reason for the ultimate termination of refunds is that staff, space and resources have already been committed and expended for the full term. Special allowances for medical reasons are frequently considered on appeal.

The incidences of false advertising practices are not familiar to us as such criticisms may apply to higher education. The Veterans Administration now lists over 54,000 active facilities to which it relates in its education and training programs. The U.S. Office of Education, prior to the Education Amendments of 1972, related to under 3,000 traditional institutions of higher education, but now relates to more than 14,000 with the inclusion in 1972 of the proprietary sector in its student aid programs. This entire range of learning facilities is accountable to a large number of departments and agencies, ranging from the Federal Trade Commission to the U.S. Office of Education. By including the state approving agencies of the Veterans Administration another layer becomes involved. Most of these agencies are already involved in eliminating false advertising practices.

The veterans' educational benefits of $1.8 billion in Fiscal Year 1972 make it the largest student aid program of the federal government. Other types of federal student aid amount to $1.3 billion, and social security payments another $475 million. The fifty states currently contribute almost $400 million in student grants, while the colleges and universities themselves, both public and private, contribute another $500 million in student aid. Collectively these programs operate largely without

taint of ineffective administration and subsequent abuses.

In recommending a tuition payment we are not opposing any monthly increases in current benefits. We would prefer that a tuition payment be provided in addition. At some point, however, monthly increases would lose their equity. This would happen in the situation where veterans attending some institutions or facilities receive support greatly in excess of charges, while veterans attending similar institutions receive only a portion of what they are charged. A tuition payment would assist in equalizing the opportunity and aim all federal dollars toward buying education.

We believe an improved education benefit through a tuition payment would help relieve the unsatisfactory unemployment conditions for veterans, particularly in the crucial 20-24 age group. The latest quarterly statistics from the Department of Labor show this group to be unemployed at a 9.9% rate while nonveterans in the same age group are unemployed at a 7.6% rate. Further analysis of these latest quarterly statistics shows that 13.5% of nonveterans in the 20-24 age group are in school while only 5.6% of veterans in the same age group are in school. An improved education benefit through a tuition payment should help also in correcting this unsatisfactory ratio in the enrollment of veterans versus nonveterans.

We believe further an improved education benefit through a tuition payment might be helpful in achieving the concept of a volunteer service, particularly a volunteer Army. Meeting current manpower goals requires the volunteering of nearly one out of three qualified and available males under age 23. The quadrupling of a recruit's pay in the last decade has not yet assured the attainment of this goal. An improved education benefit through a tuition payment might cause young Americans to be more willing to trade several years of volunteered military service for a better educational opportunity after discharge.

COUNCIL OF NORTH CENTRAL COMMUNITY JUNIOR COLLEGES

June 6, 1975

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Joliet, Illinois 60436

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Flint, Michigan 48503

Stanley O. Sahlstrom, 1977
Provost
University of Minnesota
Technical College
Crookston, Minnesota 56716

Inquiries concerning activities of the
19 state Association should be
directed to: Thomas M. Shaw
Secretary-Treasurer of CNCCJC
School of Education
University of Colorado
Boulder, Colorado 80302
Telephone: 303 492-6037

Mr. Rufus H. Wilson
Chief Benefits Director
Veterans Administration
Washington, DC 20420

Dear Mr. Wilson:

I have polled the members of the Executive Committee of the Council of North Central Community and Junior Colleges to elicit their responses to your memorandum. Since the Council represents more than 250 community colleges in a nineteen state area, I felt the entire executive committee should have the opportunity to react to your proposal.

The reaction of the executive committee was: one member for the change, and the rest unanimously for the present system. I think the majority, then, would represent the thinking of at least 80% of the membership. They all strongly favor maintaining the present system. The continued reinforcement and "de-bugging" of the present system is much to be preferred over changing systems. Some of the reasons for our decision are listed below:

1. A separate tuition allowance would add to administrative costs of your agency and the colleges.

2. Separate tuition allowances (and this implies a higher allowance) would end up subsidizing colleges with higher tuition while possibly lowering the subsistence allowance. Obviously this would not be in the best interest of the student.

3. The colleges have several programs with older veterans where they charge a monthly tuition fee which would be difficult under total payment from the Veterans Administration.

4. If tuition were paid under a separate billing as in the World War II plan, it would delay receipt of all tuition until payments were received from the V. A. This could mean that a single error on one student could hold up the entire payment for the college.

Several other reasons were suggested as a rationale for remaining with the present system. It is safe to say that the vast majority of the colleges in our Region support that position.

Thank you for the privilege of expressing our concerns.

Sincerely,

H. D. McAninch
President

HDM:sf
cc: Executive Committee
Tom Shay
Dr. John Terrill, AACJC

AMERICAN COUNCIL ON EDUCATION
ONE DUPONT CIRCLE
WASHINGTON, D. C. 20036

OFFICE OF THE PRESIDENT

June 13, 1975

Mr. Rufus H. Wilson
Chief Benefits Director
Central Office
Veterans Administration
810 Vermont Avenue, NW
Washington, D.C. 20402

Dear Mr. Wilson:

We welcome the opportunity to respond to the Congressionally-mandated study of tuition assistance proposals (OMB No. 76-S75003) as requested in your recent letter.

The American Council on Education and other Higher Education organizations enthusiastically supported S.2784, subsection 1682A, and similar tuition equalizer and tuition assistance plans which would broaden the ability for individuals to use their G.I. Bill educational entitlements and give access to a broader range of college opportunities.

Since none of the tuition assistance proposals considered by Congress last year contained any provision that the basic subsistence payment be reduced if a tuition plan were implemented, we base our comments on the Congressionally-considered proposals, rather than the proposal suggested in your letter.

Trends in the G.I. Bill usage show that current benefit levels provide only the bare minimum for subsistence, just covering basic access costs, and are available for tuition in only marginal amounts. Therefore, we see no merit in discussing the division of subsistence benefits into tuition and living expenses. Our comments below are structured to respond to the parts of your letter.

Part L. Calculation and Payment of Educational Assistance

"With regard to the comparison made in your letter between vocational rehabilitation benefits and G.I. educational benefits, we must call attention to the inherent differences between the purposes and forms of payment in the two programs. The vocational rehabilitation program picks up the full tab of tuition, books, and fees (or "cost of education"), and provides a lower subsistence payment than the regular G.I. Bill--which is in addition to tax-free disability benefits. Under the Congressionally proposed tuition assistance plans of 1974, veterans would still be required to pay the first $100 to $400 of tuition from their monthly checks, with the government, by a formula, paying up to $720 of the remaining tuition up to the $1,000 level. All tuition charges above $1,000 and all books and supplies would still have to be paid by the veteran

directly. Therefore, the subsistence payment would not, under any proposed plan, be for living costs only but also for some proportion of tuition and all other educational costs, thus vitiating your comparison with the vocational rehabilitation program.

*Separate tuition payments should be made in the manner which minimizes paperwork and individual bureaucratic communications. We recommend a voucher system whereby the student submits a voucher to the institution which then compiles all vouchers and sends one request to the Veterans Administration for payment for all enrolled students. Therefore, the institution would receive one check each semester.

*Payment should definitely be based on the customary charges for similarly-situated students. If the student is an instate resident, he or she should pay the resident rate. Under any of the tuition assistance plans suggested in Congress, only a portion of the customary tuition would be paid by the Veterans Administration. Limiting payment to the customary published tuition charges avoids the possibility of the same type of abuse found under the War World II system, in which schools were reimbursed on the "cost of education" basis.

*The option of accelerating payment of benefits is one of considerable merit. However, precautionary measures must be taken to insure that the veteran realize he or she is thereby shortening total entitlement period. A mandatory prerequisite for the individual initiating accelerated payment should be one-to-one counseling between the veteran, the Veterans Administration, and the institution involved--to insure that the veteran understands fully the implications of his or her action, and that accelerating payment is indeed the best way to complete the expected course of study to the student's satisfaction.

Part II. Administrative Procedures

*We estimate that less than one million veterans would be attending schools where tuition rates would be above the national average at public institutions, thereby permitting them to apply for tuition assistance. On the assumption that a voucher system is implemented, with all vouchers processed for each institution on a semester basis, we further estimate that 3,000 institutions would be receiving 2 or 3 payments per year. Thus, we do not envision the necessity for the "processing of 2,500,000 separate tuition payments" as your letter suggests.

*Any increase in institutional paper work will necessitate an increase in school reporting fees.

*Schools should be liable for tuition overpayment based on erroneous certifications given adequately predetermined definitions of attendance and the institution's responsibility in this matter. It should be noted that the institution cannot be responsible for certifying a veteran student's attendance in a manner inconsistent with general school attendance policy.

63-864 O - 76 - 10

Part III. Other Comments

"We anticipate no major problems directly associated with the payment of tuition assistance allowances, other than the persistent problems of communication and time lapse incurred in dealing with the Veteran's Administration.

We hope that these comments will assist the Veterans Administration to make a useful report to the Congress on this important aspect of veterans educational benefits. We would be pleased to receive a copy of your report.

Sincerely,

Roger W. Heyns

American Association of Community and Junior Colleges

June 23, 1975

Mr. Rufus H. Wilson
Chief Benefits Director
Veterans Administration
Washington, D. C. 20420

Ref: 20/201 F

Dear Mr. Wilson:

Your letter of May 9, 1975 requests our views regarding education tuition assistance.

Answers to some of the questions are given below. However, I wish to stress the point that AACJC does not view the tuition/subsistence payment question as an either/or situation. We believe the veteran would be better served if his educational opportunity were equalized, at least in part, through tuition assistance in addition to subsistence. Clearly, for example, the California veteran has much more opportunity for education currently than the veteran in a state where the bulk of his payment must go for tuition, leaving little for subsistence. Thus we believe that tuition assistance should be in addition to the subsistence allowance.

Our specific answers follow:

Part I - Calculation and Payment of Education Assistance

A. State your preference between (1) having separate tuition allowance with reduced subsistence, or (2) continuing present combined level payment plan. Give reasons supporting your choice.

We would support a separate tuition allowance but would not support reduced subsistence as a result of separation. The separation of payments will clearly indicate the extremely low subsistence level at which a veteran is expected to maintain himself and his family; and with the escalation of education costs, an additional portion of the subsistence allowance will most probably have to be used for those costs. Tuition payments would help equalize opportunity for veterans in all states regardless of state educational systems. Therefore, we favor separation of payments, but not reduction.

B. If you favor separate tuition payments, indicate your choice, giving reasons of having payments sent (1) directly to the school, or (2) directly to the student.

One Dupont Circle / N.W. / Suite 410 / Washington / D.C. 20036 / 202-293-7050

We are in favor of having payments administered similar to that system used in the World War II program, that is, separation of tuition and subsistence, with tuition going directly to the educational institution and subsistence to the individual veteran.

One formula which might be used to administer the tuition program is that a student veteran would submit a tuition voucher to the institution which would in turn total all student veteran vouchers and voucher the Veterans Administration for a lump sum payment.

C. If tuition assistance provisions were enacted into law for all veterans and dependents, should payment be based on the school's customary charges for other similarly circumstanced students? For example, a state resident should not be charged out-of-state rates. If you do not agree with customary charges, what basis of payment would you propose?

We are in agreement with the existing institutional customary charges, that is, a state resident should in no way be charged out-of-state fees. Charging student veterans the customary tuition charges for similarly situated students eliminates the possibility of a double standard, as was created following World War II.

D. If you favor separate tuition payments, would you also favor inclusion of a provision for accelerated payment of benefits with proportionate reduction of entitlement? Example: Assuming that the maximum tuition allowance is $1,000 per regular school year and cost of tuition is $2,000 per school year, should the student have the option to request payment of the full $2,000 with a charge of two regular school years against entitlement? It should be recognized that this option would shorten the normal entitlement period.

An accelerated payment program should be given serious consideration primarily because of the options it provides for our nation's veterans who are educationally oriented. We suggest that such a program carry a one-on-one emphasis, that is, that an accelerated tuition program eligibility should be determined by the three (3) parties involved — the veteran student, the educational institution and a Veterans Administration counselor. In this way the veteran can have sufficient information and guidance to make an informed choice.

Part II - Administrative Procedures

A. Comment on the impact, additional cost, and administrative burden to the schools and to the government of processing an estimated 2,500,000 separate tuition payments annually.

We are not in a position to comment on the cost to the government. For colleges we do not believe it would involve too much additional processing per student. The processing actions must be taken, anyway, regardless of the source of the tuition income.

B. Would school handling and certification of separate student tuition payments, procedures similar to advance payments, generate a demand for increased school reporting fees?

Many schools currently report to us that the current $3 reporting fee is less than adequate. However, as indicated above, our belief is that separate

tuition payments as such would not stimulate great demand for increases.

C. Should the school be liable for tuitionsoverpayments based on erroneous certifications by the school?

The school should be liable for tuition overpayments based on erroneous certifications only under carefully defined and limited circumstances and only insofar as the payments are clearly the result of such erroneous certifications. The veterans themselves should be liable for giving false or misleading information to the schools.

D. Is it feasible to require schools to make tuition refunds within 30 days for persons failing to commence a program of education or for terminations within the school refund period? If your answer is so, what would be a reasonable time?

The question is unclear. To whom would the school make a tuition refund -- the student? the government? Does it depend on whether a separate tuition payment policy is in effect? Schools are now required to implement "fair and equitable" refund policies with reference to the Office of Education's Guaranteed Student Loan program. Any VA refund requirement should contain the same requirements as the GSL policy.

E. Can you suggest procedures which would avoid or minimize false claims?

There is a problem in asking schools to set up special controls over the veteran which are not required by a school of other students. Such discriminatory practices should be avoided. The school should make a proper certification that the veteran is enrolled. The VA should require the veteran to get school certification of his card which he sends to the VA certifying that he has earned credits for the previous semester. Schools should vigorously apply their suspension and probation policies to veterans. They should not enroll veterans for continuation programs unless there is evidence of satisfactory completion of previous enrolled courses.

Sincerely,

John E. Tirrell
Vice President - Governmental Affairs

JET/jmp

GLCA

GREAT LAKES COLLEGES ASSOCIATION 999 E. WILLIAM, SUITE 2BJ ANN ARBOR, MICHIGAN 48108 (313) 761-4833

June 11, 1975

Rufus H. Wilson
Chief Benefits Director
Veterans Administration
Washington, D.C. 20420

Dear Mr. Wilson:

Thank you for your letter of May 9, addressed to my predecessor, Dr. Laurence Barrett, asking for the views of this Association about possible changes in veterans education assistance.

Our member colleges would prefer an arrangement providing for a separate tuition allowance. At present, very few veterans can afford to attend private colleges and universities. They must, instead, attend public institutions which charge very low tuition. It seems unfair that the veteran's choices should be limited in this way. We would therefore strongly urge payment of a separate tuition allowance with arrangements which will expand the range of real choice available to the veteran.

It would probably be easiest if tuition payments were made directly to the school at which the veteran was enrolled. However, this would not be a matter of great concern to our colleges.

It would seem appropriate that the payment for tuition should be based on the school's customary charges, as suggested in your letter. However, this should not be interpreted to include any scholarship assistance which the school might provide to a student from its own resources. Such resources are scarce, and it should not be the policy of the government to put further demands upon them. This will require careful drafting, since scholarships from an institution's own resources do, in fact, present a reduced tuition price for that student.

The possibility of acceleration of payment of benefits would certainly be helpful for colleges and universities like ours. It would be far better for veterans to be able to have assistance which came close to paying the real costs of attending a high quality private institution, even though this might, as a matter of equity, require that his entitlement period be shortened.

There would, to be sure, be some additional burden in processing separate tuition payments. However, the public good which would result from this would seem to more than justify those added costs.

As an Association, we have no way of determining whether such tuition payments would generate a demand for increased reporting fees.

Liability for tuition over-payments would seem appropriately applied to a school if it provides erroneous certification, although if that error were based upon false information provided by the veteran, it would seem fair that liability in that case should be shifted to the person conscious of the error.

Certainly, a requirement for making prompt tuition refund is appropriate. A period of sixty days might more accurately represent the real processing time for such refund during certain periods of the year when there is a high demand on the time and facilities of the business offices of colleges and universities.

This Association has no specific procedures to suggest for the minimization of false claims.

We have no other comments about this proposal. We are pleased to have an opportunity to comment upon the possibility of variable tuition payments as part of the veterans benefits program.

Sincerely,

Jon W. Fuller
President

JWF:mlr

(Assoc. of American Univ.)

OFFICE OF THE REGISTRAR
THE UNIVERSITY OF MICHIGAN
1513 LSSA BUILDING
ANN ARBOR, MICHIGAN 48104

June 13, 1975

Mr. Rufus H. Wilson
Chief Benefits Director
Veterans Administration
Washington, D.C.

Dear Mr. Wilson:

Your letter of inquiry relative to the Educational Assistance Study required by Public Law 93-508, addressed to President Fleming, has been forwarded to me for response. In connection with your request, I am pleased to provide the following information.

Part I. Calculation and Payment of Education Assistance.

Instituting a plan providing separate tuition allowance with reduced subsistence would certainly be preferred over the present system if it paralleled the current Vocational Rehabilitation Program; this would be especially true since it would result in an increased amount of tuition benefits being awarded to those deemed eligible. If a system of providing tuition allowance with reduced subsistence would not result in increased benefits, then the present combined level payment plan would seem most adequate. I say this simply because there is little reason to believe that Veterans as a group are in any way more delinquent than are their non-veteran counterparts in making payment of fees to the institution. Further, to rationalize a belief that providing separate tuition payment directly to institutions of higher learning would result in a better opportunity to control abuse, seems meaningless.

If increased benefits warranted major changes in administering a program providing separate tuition payments I feel that having such payments made directly to the school could result in distinct advantages to all concerned. The obvious advantage to the student, of course, is not having to worry about payment of fees in accordance with deadlines and penalties. In the case of the Veterans Administration and the institution, I would like to comment further under Part II.

Should the Tuition Assistance Provision be enacted into law, payment should be based upon customary charges, meaning no additional cost should be charged Veterans which are not similarly assessed non-veterans. I would clarify however, that many institutions do have a defined difference in fee assessment based upon in-state and out-of-state recognition of a student's status.

Regardless of whether or not there is a decision to provide separate tuition payments, I would favor the inclusion of a provision in the law to allow for payment of accelerated benefits with a proportionate reduction in entitlement. This would seemingly parallel certain programs which are currently receiving such consideration, i.e. Flight Training. An adjustment of this nature may provide added flexibility for one to

pursue his or her preference for an institution of higher learning. This would also enable one to draw increased benefits while attending graduate or professional schools where concentrated programs are offered and higher costs are incurred.

Part II. Administrative Procedures.

If individual tuition payments were made to the institution, it would undoubtedly result in an increased work load for the institution. In order to minimize this, it might be suggested that the Veterans Administration consider providing a lump sum to insitutions where a separate account could be established for the Veterans Administration. The institution could for example, sometime during the first month of classes, provide the Veterans Administration with a list of those individuals who had tuition costs withdrawn from the account. In a similar fashion, this list could be updated once or perhaps twice during the course of the term along with a reconciling statement after the term, is completed and all transactions finalized.

With such a change in handling procedures, perhaps the same system of providing 10 percent handling charge as in the case of Vocational Rehabilitation Program, would be acceptable to the majority of institutions.

As I understand it, under current legislation, schools are presently held secondarily liable for tuition overpayments based on erroneous certifications by the school. This is precisely the reason why some institutions follow an end of term audit procedure. Such a procedure matches the credit hours received for a given term to the credit hours elected and certified by the school. In cases where a discrepancy exists, changes in certifications are made by the school to the Veterans Administration.

It is feasible for schools to make tuition refunds within a prescribed period of time for those individuals failing to commence a program of education or for those individuals terminating within the refund period. I would seriously question whether or not the majority of institutions would prefer a sixty day period as opposed to the thirty day period mentioned in your questionnaire.

In order to minimize false claims, I would suggest that institutions offering approved programs for receipt of educational benefits for their students, be required to perform post-term audits so that certifications made may be compared with credit hours received. This would insure not only that some progress towards a degree has been made, but would also minimize false claims and would in the long run reduce the number of individuals who would receive overpayment. In essence, once the word is out that post-term audits are required from the institution, it would seemingly result in very few overpayments, since individuals would expect to be paid in accordance with that procedure.

Part III. Other Comments.

I would suggest that consideration be given to the idea of forming a task force or an educational assistance advisory committee to operate at the Central Office level in a manner similar to those which are presently in

operation in many of the Regional Offices. This committee should be made up of individuals from institutions of higher learning as well as representatives of the Veterans Administration. Preferably, those individuals representing educational institutions would be those who frequently deal with or have contact with Veterans and their related difficulties. Such a group could meet quarterly and provide the Central Office with meaningful input which might not only ease the administrating of a complex program, but could very well result in the saving of federal dollars. One good example would be in providing data feedback in answer to questionnaires of this nature. Another area of input might well have been relative to the Veterans Representative on Campus Program. Finally, I would like to request if possible, that a copy of the summarized questionnaire data be forwarded for review.

I was pleased to be able to have the opportunity to respond to your questionnaire, and if you should have any further question in reference to the above, please do not hesitate to contact me.

Sincerely,

Larry E. Katz
Assistant University Registrar

LEK/jlh

cc: Mr. Robben W. Fleming
President

(Mid-America State Universities Association)

KSU KANSAS STATE UNIVERSITY

President's Office
Anderson Hall
Manhattan, Kansas 66506

May 21, 1975

Mr. Rufus H. Wilson
Chief Benefits Director
Veterans Administration
Office of the Chief Benefits Director
Washington, D. C. 20420

Re: May 9, 1975 Letter
20/201F

Dear Mr. Wilson:

Our preference would be to continue the present combined payment plan. The reasons for our choice are:

PART I - Calculation and Payment of Education Assistance

A. Because of the current levels of tuition and fees among the many colleges and universities in the United States, both private and public, it would be hard to arrive at a fair tuition allowance for payment directly to the colleges and universities. Those colleges and universities that are under the average allowance would tend to raise their fees while those above would probably expect the difference to be paid by the veteran.

B. In addition, I firmly believe in the philosophy that each and every veteran be paid the same amount (depending upon dependent adjustments) for educational benefits and that he make the determination of where he wishes to pursue his education and be treated like any other student by the respective institution. This way the institution is not dealing directly with the federal government but with the student, and the federal government does not need to deal with any one but the student except for submitting confirming enrollment information to the Veterans Administration.

C. The third reason for making this choice is that your following questions requiring information if the separate tuition allowance would be preferred, indicated many of the other problems which would arise if this procedure were adopted.

PART II - Administrative Procedures

As noted above, we would prefer the present combined level of payment plan to the veteran, as the administrative burden to the university and to the government for processing separate tuition payments to the institutions as well as the federal government making substantial payments directly to the veteran, would be avoided.

Certainly if the institution began dealing with the federal government as well as the individual students on the basis as outlined in Part II, I would believe that the institutions would demand increased school reporting fees or overhead charges of some type.

Sincerely yours,

James A. McCain
President

j

N.A.S.A.A./

National Association of State Approving Agencies, Inc.

June 11, 1975

20/201F

Rufus H. Wilson
Chief Benefits Director
Veterans Administration
Washington, D. C. 20420

Dear Mr. Wilson:

The National Association of State Approving Agencies has historically been and is still opposed to separate tuition allowance payments to veterans. This position was re-stated during testimony given by the Association to both House and Senate Veterans Affairs Committees at their hearings for consideration of Public Law 93-508. A formal resolution stating the Association's opposition to separate and variable tuition allowances was adopted and sent to the above named committees as well as other interested parties.

The National Association of State Approving Agencies is well aware of the abuses and problems that developed during the World War II GI Bill and firmly believe the same or similar abuses and problems would develope again if separate tuition allowances were reinstated. We favor the present combined level payment plan.

The Association is holding their annual conference June 15-19, 1975. During the conference we will again discuss the question of separate tuition allowances to veterans. If the position of the Association does change, you will be immediately notified.

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Dean E. Aschim, Iowa
NORTHEASTERN
Richard Adams, Maine
Robert L. Parry, Colorado
SOUTHEASTERN
James N. Hanson, South Carolina
Robert Clarke, California

Please accept my personal thanks for the opportunity to state the Association's preference for the purposes of the study required by Public Law 93-508.

Very truly yours,

E. R. Jeffers
President, NASAA

ERJ:gm
enclosure

STATEMENT

of

MARVIN P. BUSBEE, LEGISLATIVE DIRECTOR

NATIONAL ASSOCIATION OF
STATE APPROVING AGENCIES

to

SUBCOMMITTEE ON
EDUCATION AND TRAINING

U. S. HOUSE OF REPRESENTATIVES

WASHINGTON, D. C.

August 3, 1973

Mr. Chairman and Members of the Subcommittee:

On behalf of the National Association of State Approving Agencies, I appreciate this opportunity to present this statement, of which I have been privileged to do on many occassions. This statement has the whole-hearted support of our Association.

The Office of Legislative Director of our Association, is an appointive office which I have been honored to hold for approximately 10 years. I am an employee of the State of South Carolina, Department of Education, and my position is Chief Supervisor of the State Approving Section, and have been affiliated with this Section for 28 years.

Our Association, organized in 1947, is comprised of the Approving Agencies in the several states and generally, we are in the Departments of Education.

During our 26th Annual Conference held in Charleston, West Virginia, June 3-6, 1973, our Association disqualified ourselves on the legislation listed below as not being germane to this Association. However, our Association does not have any objection to such legislation.

STATEMENT TO SUBCOMMITTEE ON
EDUCATION AND TRAINING,
U. S. HOUSE OF REPRESENTATIVES
August 3, 1973

A. Extension of the delimiting dates

B. Active duty for training, eligibility

C. Restore entitlement - World War II and Korean Conflict

D. Graduate - Professional Study

A survey of the State Approving Agencies was made in January, 1972. Among the items listed was this question, "Reason you object or favor direct payment (tuition, books, supplies, fees, etc., etc.,) to institutions." The result of this survey revealed that 90% of the State Approving Agencies objected to direct payments to institutions for tuition, fees, and other charges.

These objections were based on the numerous abuses which occurred during the World War II Era and under the provisions of Public Law 346, as amended.

These various abuses caused by the system of making payments to schools for tuition and other charges were revealed through extensive investigations and hearings. Among these abuses were such things as:

(1) Many schools added expensive and unneeded books, items of equipment, and supplies, to the "required" list of veterans and thereby increased charges to the taxpayers.

(2) Some states enacted laws requiring all veterans enrolled in State educational institutions to pay non-resident charges for tuitions and fees, even if the veteran was a bonafide resident of the State.

(3) Many schools established dummy corporations to supply books and equipment. Then they ordered tools and equipment for veterans through the dummy corporations at highly inflated wholesale prices.

The exploitation of the taxpayers forced the Veterans Administration to determine what constituted fair and reasonable charges, which involved extensive audits, controversies and litigation.

The direct payments to schools for tuition and fees also caused tremendous administrative costs, both to the schools and to the Veterans Administration. Schools were forced to maintain an account for each veteran for tuition fees, books, equipment, supplies and other charges. The individual accounts were totaled and the bill was sent to the Veterans Administration. This procedure was expensive and often inaccurate. Audits by the Veterans Administration and the General Accounting Office revealed hundreds of millions of dollars of overpayments caused by duplicate billing, inaccurate billing, and in many cases, fraudulent billing.

As a result, the 82nd Congress very wisely abolished this system when it enacted the second G. I. Bill for Veterans of the Korean Conflict. This system of payments only to the veteran, that was authorized by PL 82-550, and by PL 89-358, and has been continued in all legislation, has proved far superior to the system of payment to schools that was authorized by the first G. I. Bill.

The National Association of State Approving Agencies strongly opposes any changes in the law that would authorize direct payment to schools for tuition, fees, and other charges for veterans and eligible persons enrolled in the school.

Refresher - Retraining Benefits

Our Association does not have a mandate on this type of legislation and neither has this been discussed during our Conferences.

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Independent Schools Association of the Central States

1400 WEST MAPLE AVENUE • DOWNERS GROVE, ILLINOIS 60515 • (312) 971-3581

June 4, 1975

Mr. Rufus H. Wilson
Chief Benefits Director
Veterans Administration
Washington, D. C. 20420

Dear Mr. Wilson:

I very much appreciate your recent mailings concerning Veterans benefits and administration as we see it. I wish that I might be able to be of direct personal help to you through valid answers to the questions which were posed on the pages which you sent me. Unfortunately, however, I can not do so. Our organization deals almost exclusively with secondary schools, complemented by some elementary schools. As such, we are not involved in such tuition or subsistence payments as are your concern. Therefore, I would have no basis on which to answer the questions asked.

Thank you again for your thoughtfulness in including us in your mailing. I only wish that I might be able to respond in kind. Every good wish to you for a compatible conclusion to your search.

Sincerely yours,

James Henderson Jr.

James Henderson, Jr.
President

JH:tnt

Arkansas Illinois Indiana Iowa Kansas Kentucky Michigan Minnesota Missouri Nebraska North Dakota Ohio South Dakota West Virginia Wisconsin

CALIFORNIA STATE UNIVERSITY, HAYWARD

HAYWARD, CALIFORNIA 94542

OFFICE OF THE PRESIDENT

May 28, 1975

Mr. Rufus H. Wilson
Chief Benefits Director
Veterans Administration
Washington, D. C. 20420

Dear Mr. Wilson:

Your letter of May 9, 1975 (20/201F) addressed to Dr. Dean E. McHenry, has been referred to me, as the current President of the Western College Association.

The Western College Association is an organization of public and private institutions at the junior college and senior college level in the western states. Although it has, from time to time, taken positions, usually through its executive committee, on matters of current concern, it has no established mechanism for addressing public policy questions such as the one you propose. The Association does not, therefore, have a position on these matters which would enable me to comment upon the points raised in your letter prior to your deadline of June 15, 1975 because no appropriate meeting is scheduled at which the matter could be discussed.

We appreciate your courtesy in inviting our response and will be pleased to cooperate in any other way possible.

Sincerely,

Ellis E. McCune
President

EEMcC:emi

cc: Dr. Kay Andersen

commission on higher education

Middle States Association of Colleges and Secondary Schools, Gateway One, Newark, New Jersey 07102 (201) 622-5800

June 13, 1975

Mr. Rufus H. Wilson
Office of the Chief Benefits
Director
Veterans Administration
Washington, D.C. 20420

Dear Mr. Wilson:

Thank you for soliciting our opinions, in your letter to Mr. Fretwell, on the tuition assistance plans. Our Commission has no organized views on this matter, but would rely on the opinions of our individual member institutions.

Sincerely,

Harry W. Porter

Harry W. Porter
Executive Secretary

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.
131 MIDDLESEX TURNPIKE, BURLINGTON, MASSACHUSETTS 01803

Richard J. Bradley
EXECUTIVE DIRECTOR

May 16, 1975

Mr. Rufus H. Wilson
Chief Benefits Director
Veterans Administration
Washington, D. C. 20420

Reference: 20/201F

Dear Mr. Wilson:

Thank you for your letter of May 9 addressed to Mr. Valleau Wilkie, former President of the New England Association of Schools and Colleges.

We are always glad to cooperate with other agencies on studies relating to accreditation. However, as the enclosed copy of our Standards for Membership indicates, this Association does not mandate or recommend specific administrative procedures with respect to payment of tuition and other fees, and therefore in the present instance we have no basis onwhich to offer opinions.

Thank you again for writing to us.

Sincerely yours,

Richard J. Bradley
Executive Director

RJB:lmm
Enclosure

Commission on Institutions of Higher Education

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.

131 Middlesex Turnpike

Burlington, Massachusetts 01803

STANDARDS FOR MEMBERSHIP

INSTITUTIONS OF HIGHER EDUCATION

July, 1974

STANDARDS FOR MEMBERSHIP - INSTITUTIONS OF HIGHER EDUCATION

The New England Association of Schools and Colleges, Inc. is a voluntary, non-profit, self-governing organization of educational institutions, the purpose of which is to develop and maintain sound educational standards. Admission to, and renewal of, membership in the New England Association denotes formal accreditation. It signifies that a school or college has been carefully evaluated and has been found to follow basic educational policies, practices, and standards comparable to those of other member institutions of its type.

The Commission on Institutions of Higher Education is responsible for the evaluation of all institutions that award bachelor's, master's, or doctor's degrees. It is also responsible for the evaluation of two-year institutions that offer associate degrees in liberal arts or general studies.

An institution is eligible for evaluation for accreditation when it has completed a major portion of at least one cycle of its principal programs. As part of the evaluation the institution is required to complete a self-study and report its findings to the Commission on Institutions of Higher Education. An evaluation committee appointed by the Commission, on the basis of its review of the self-study materials and a visit to the institution, reports to the Commission its findings as they relate to the Standards for Membership for institutions of higher education. The Commission considers all relevant information including the results of the institutional self-study and the report of the visiting committee, plus any corrections submitted by the institution, and makes its recommendation to the Executive Committee of the Association. A final decision with respect to the accreditation of the institution is rendered by majority vote of the Executive Committee and is reported to the next meeting of the Association.

The standards of evaluation are essentially qualitative and are applied to an institution as a whole. In making its recommendation regarding membership, the Commission takes into account what are the nature and purposes of the individual institution, whether the objectives of the institution are appropriate in the realm of higher education, and whether the institution is functioning effectively as a whole in fulfilling its objectives.

The areas of major concern in the evaluation of an institution are organization and control, program, faculty, students, and facilities, and resources.

ORGANIZATION AND CONTROL

Responsibilities within the institution should be allocated in a well-defined and reasonable fashion among the governing board, the administration, the faculty, and the students.

The governing board should have general control over, and responsibility for, the institution and should provide adequate representation of the public interest. It should provide and accept counsel in determining the purposes, objectives, and overall structure; and it should assure the support necessary to effective functioning.

The institution should give active support to the development and implementation of ethical practices regarding faculty and staff in matters of employment, appointment, termination, tenure, and academic freedom and responsibility.

An institution should have an administrative staff competent to carry out its stated purposes. The administration should oversee the total program and have power to insure that it is conducted well.

The faculty should be expected to take a major role in developing and conducting the educational program and in maintaining the standards and conditions which pertain directly to the curriculum within the limits of the general purposes established by the governing board.

Students should have a responsible role in the creation of an environment for learning. Provision should be made for the inclusion of student views and judgments in policy formation consistent with the objectives of the institution.

PROGRAM

Each program of studies should be planned to give some awareness of the extent and range of human knowledge and, at the baccalaureate level, a commitment to a particuaar area of inquiry, affording competence in the subject beyond the introductory level. Terminal programs and curricula in technical, specialized, or professional fields are expected to show an appropriate regard for the three major areas of knowledge, i.e., the humanities, the natural sciences, and the social sciences, by insuring that at least a quarter of the typical student's program consists of general education courses from among these three areas. Graduate and professional programs should be conducted so as to provide for the development of high levels of competence with appropriate scholarship and skills in the area of specialization.

The program of study and degree requirements should be clearly stated, and students should be held to the accomplishment of a defined amount and quality of work. The institution should present evidence that any students enrolled in transfer programs are qualified for transfer to other institutions of recognized standing and that its graduates are well prepared for continued study or performance in their chosen occupation.

FACULTY

The faculty and the quality of its instructional program are the main strengths of an institution of higher education. The professional qualifications of the faculty, the conditions of employment and service, and the effectiveness of teaching are paramount considerations in determining acceptability for membership.

In general, a substantial majority of the faculty members should hold full-time teaching positions on the staff and should have a major personal commitment to the institution. Their preparation and qualifications must be suited to the field and level of their instructional assignments. Those in the conventional academic fields should hold advanced degrees or present evidence of scholarship or creative achievement appropriate to their positions; those in the professional or technical fields should have equally appropriate preparation, experience, and attainments.

Teaching loads and schedules will vary from field to field and from institution to institution but should in all cases allow time for adequate preparation and continuing professional growth.

The governing board and the administration should give active support to the development of an instructional staff of high quality.

STUDENTS

The Commission expects an orderly and ethical program of admission. It should be based on systematic appraisal of the intellectual interests and competencies of prospective students in relation to the institution's stated offerings and objectives. The Commission will look for indications that the students have a genuine interest in these offerings and objectives.

Careful consideration will be given to the quality of the counseling program, the medical and health services, and the extracurricular opportunities available to students. It is expected that the institution will have ethical and clearly announced policies regarding student rights and responsibilities, financial arrangements, including refunds, and other matters affecting students.

FACILITIES AND RESOURCES

The quality of library facilities and collections and the degree to which the library is used by students and faculty are particularly important. The library should be professionally staffed and should be strong enough to support all parts of the curriculum. The faculty and

library staff should cooperate in developing the collection as an integral part of the teaching program.

Classrooms and laboratories should be of adequate size, properly equipped for teaching safely and effectively the courses taught in them, and should be well maintained. The Commission will examine carefully the quality of residence accommodations, food service, student centers, health services, athletic and other facilities.

The institution should present evidence of financial stability. Because the resources of institutions of higher education vary widely, standards of acceptability cannot be defined quantitatively in terms of endowment funds, instructional space per student, per capita expenditures for institution of library books, salary schedule, or other specific measures. These resources should be appropriate to carry out the stated purposes of the institution.

* * *

It should be reemphasized that the standards for membership are primarily qualitative in nature. They are applied to the institution as a whole, and are interpreted within the framework of the institution's stated objectives.

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
795 Peachtree Street, N.E. • Atlanta, Georgia 30308
Phone 875-8011 Area Code 404

July 17, 1975

Refer to: 20/201F

Mr. Rufus H. Wilson
Chief Benefits Director
Veterans Administration
Washington, D. C. 20420

Dear Mr. Wilson:

I have a sincere apology to send in connection with your request to meet a June 15 deadline in reply to your letter referring to O.M.B. No. 76-S75003 and RCS 20-16-S. I have been caught in an extraordinary sequence of unfortunate events which prevented my proper response in time to be of use to you. One of these involves the accidental death of my Administrative Assistant and the other involves a variety of extraordinary pressures.

As I reread your letter of May 9, I realize that the questions properly should be answered by those who have the greatest stake, i.e., the officers of the individual institutions that deal with Public Law 93-508 and work with students in their loans and subsidies in connection with their educational advancement.

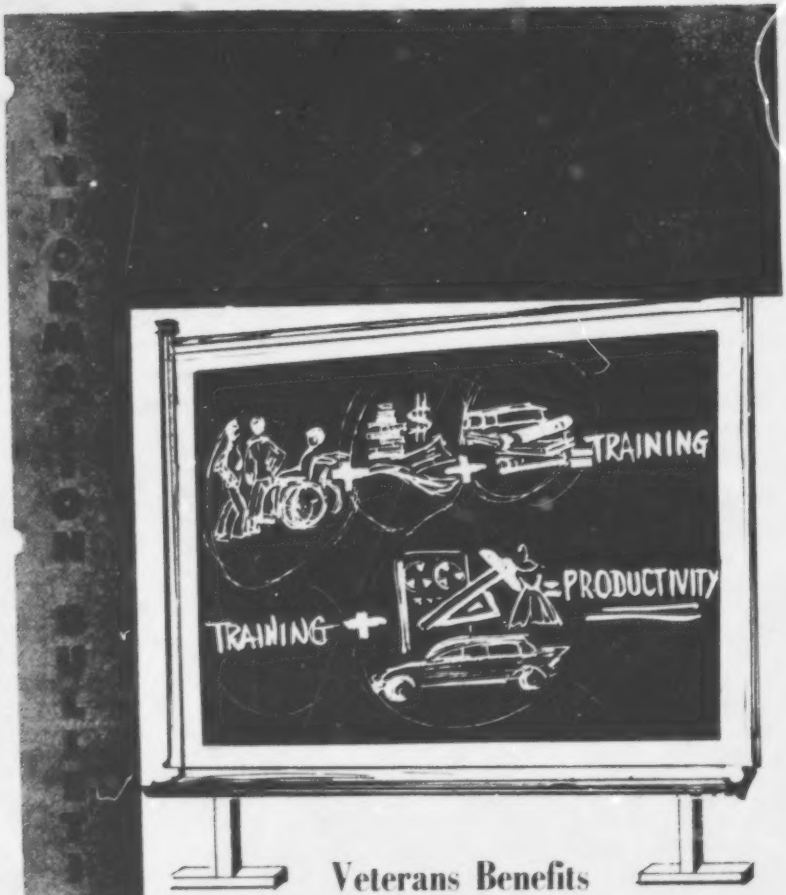
I regret deeply my inability to have formulated a reasonable position on the important questions which you have raised. In no way does this indicate a lack of interest in the questions or any intent to be uncooperative in your very helpful effort to obtain views and comments before new policies are proposed.

In general my position would have been that the interests of three entities need to be served: (1. American students, especially those who are without substantial economic resources, need to be provided with a means of accessibility to education and the opportunities that lie beyond in the work world. (2. The Federal Government has an interest and responsibility pertaining to the most economical approach which can deliver the needed benefits. (3. The institution providing educational services needs a rational plan with which it can work to serve its students and at the same time make accountability for the funds sure and relatively simple in reporting.

The Administrative burden to schools grows each year. The needs of students are multiplied as our economy worsens and I am a complete believer in the idea that it is much cheaper and better to subsidize significantly a human being in expanding his competence and ability to earn in the future than to support him through welfare plans for the unemployed.

Sincerely,

Felix C. Robb
Director



Veterans Benefits under Current Educational Programs [159]

FOREWORD

The Information Bulletin is published three times during the fiscal year - as of November, April and June. Its purpose is to inform the administrative staff of the Veterans Administration, Congress and other interested persons about the education programs administered by the Department of Veterans Benefits of the Veterans Administration. The months of November and April were chosen as reporting months because they are traditionally the months of peak fall and spring enrollment under the GI bill. The June bulletin relates to training taken during the fiscal year.

This bulletin was prepared by the staff of the Reports and Statistics Service, Office of the Controller.

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I. INTRODUCTION

A. Scope of Information: This bulletin presents statistical data on veterans, service personnel, dependents of disabled veterans and survivors of deceased veterans who are receiving educational assistance benefits from the Veterans Administration. It emphasizes data for those who were in training in April 1975 - the peak enrollment during the spring semester of the 9th year under the current GI bill.

B. Program Groups: "GI bill" is a term used to identify a series of legislative enactments which have provided readjustment benefits -- particularly educational benefits -- for veterans of World War II, the Korean conflict and for those veterans and service personnel currently eligible under chapter 34, title 38, of the U.S. Code. Educational benefits available under the current GI bill are briefly described in appendix A, along with descriptions of vocational rehabilitation benefits under chapter 31 and the dependents educational assistance program under chapter 35.

C. Trainees Under Three Programs: There were 1,871,028 persons in training at the end of April 1975. This included 1,792,187 (95.8 percent of the total) in training under the current GI bill; 62,619 (3.3 percent of the total) in training under the dependents educational assistance program; and 16,222 (0.9 percent of the total) service-disabled veterans in training under the vocational rehabilitation program (see table 1 for details).

D. Source and Reliability of Data: The training data presented in this publication is based on the tabulation of 100 percent of the records in the education master record file, as of the last processing cycle in April 1975.

II. PROGRAM DEFINITIONS: Terms used in this bulletin to identify groups of beneficiaries are defined as follows:

A. Post-Korean Conflict: Refers to veterans who served after January 31, 1955, including those who served during the Vietnam era.

B. Peacetime Post-Korean Conflict: Refers to those veterans who served after January 31, 1955, but not after August 4, 1964.

C. Vietnam Era: Refers to veterans and service personnel who served on or after August 5, 1964 and before May 8, 1975. 1/

D. Eligible Children: Refers to the sons and daughters of veterans who died from service-connected causes or whose service-connected disability is rated permanent and total, or sons and daughters of service personnel who are missing in action or prisoners of war for more than 90 days.

E. Eligible Spouses: Refers to the widows(ers) and wives or husbands of veterans who died from service-connected causes or whose service-connected disability is rated permanent and total, and the spouses of service personnel who are missing in action or prisoners of war for more than 90 days.

F. Veterans Eligible for Vocational Rehabilitation: Refers to veterans with a compensable service-connected disability who are found to be in need of special rehabilitation benefits to overcome the vocational handicap imposed by their disabilities.

III. SIGNIFICANT EVENTS: Veterans' Education and Rehabilitation Equalization Amendments Act of 1974 -- On January 2, 1975, Public Law 93-602 was signed into law. The purpose of this law was "to increase the rates of vocational rehabilitation, educational assistance, and special training allowances paid to certain eligible veterans and persons; and for other purposes." The new rates are shown in appendix A.

1/ The Vietnam era was ended by Presidential Proclamation as of May 7, 1975; however, the proclamation does not affect the entitlement to chapter 34 benefits for those in service on May 7, 1975 or for those who enter into active service subsequent to that date. Similarly, the proclamation in no way affects chapter 31 or chapter 35 entitlement.

ALL PROGRAMS
Persons In Training

Program and Type of Training	April 1975	April 1974	April 1973	Percentage Change 1975/74	Percentage Change 1974/73
TOTAL - All Trainees	1,871,028	1,606,733	1,465,957	16.4%	9.6%
Vocational Rehabilitation (Ch. 31)	16,222	17,419	19,555	- 6.9	- 10.9
Total	12,290	13,119	14,662	- 6.3	- 10.5
College	3,041	3,213	3,713	- 5.4	- 13.5
Other Schools	751	961	1,058	- 21.9	- 9.2
On-Job Training	140	126	122	11.1	3.3
Institutional On-Farm					
Educational Assistance (Ch. 34) 1/					
Grand Total	1,792,187	1,536,724	1,400,566	16.6	9.7
College	1,195,512	935,178	841,547	27.8	11.1
Other Residence Schools 2/	156,957	125,907	113,193	24.7	11.2
On-Job Training	114,942	128,796	109,665	- 10.8	17.4
Cooperative Farm	19,320	15,329	10,587	26.0	44.8
Flight	24,904	24,685	22,548	0.9	9.5
Correspondence	280,552	306,829	303,026	- 8.6	1.3
Vietnam Era Veterans	1,373,384	1,160,285	1,048,893	18.4	10.6
College	958,515	757,439	686,705	26.5	10.3
Other Residence Schools 2/	123,414	97,930	86,894	26.0	12.7
On-Job Training	105,999	118,262	100,600	- 10.4	17.6
Cooperative Farm	12,222	8,648	5,378	41.3	60.8
Flight	11,750	11,188	9,977	5.0	12.1
Correspondence	161,484	166,818	159,339	- 3.2	4.7
Peacetime Post-Korean Veterans	324,595	288,108	265,220	12.7	8.6
College	215,569	160,885	142,786	34.0	12.7
Other Residence Schools 2/	29,900	24,164	22,811	23.7	5.9
On-Job Training	8,943	10,534	9,065	- 15.1	16.2
Cooperative Farm	7,098	6,681	5,209	6.2	28.3
Flight	9,913	10,338	9,725	- 4.1	6.3
Correspondence	53,172	75,506	75,624	- 29.6	- 0.2
Service Personnel	94,208	88,331	86,453	6.7	2.2
College	21,428	16,854	12,056	27.1	39.8
Other Residence Schools 2/	3,643	3,813	3,488	- 4.5	9.3
Flight	3,241	3,159	2,846	2.6	11.0
Correspondence	65,896	64,505	68,063	2.2	- 5.2
Educational Assistance (Ch. 35)					
Grand Total	62,619	52,590	45,836	19.1	14.7
College	56,626	47,745	41,975	18.6	13.7
Other Schools	5,659	4,585	3,793	23.4	20.9
On-Job Training	306	226	37	35.4	510.8
Special Restorative Training	28	34	31	- 17.6	9.7
Spouses and Widows(ers)	11,260	8,419	6,482	33.7	29.9
College	8,685	6,437	5,121	34.9	25.7
Other Schools	2,543	1,944	1,351	30.8	43.9
On-Job Training	30	36	5	- 16.7	620.0
Special Restorative Training	2	2	5	0.0	- 60.0
Sons and Daughters	51,359	44,171	39,354	16.3	12.2
College	47,941	41,308	36,854	16.1	12.1
Other Schools	3,116	2,641	2,442	18.0	8.1
On-Job Training	276	190	32	45.3	493.8
Special Restorative Training	26	32	26	- 18.7	23.1

1/ A more detailed breakout of chapter 34 training is provided in appendix B, table 1.

2/ In the text the category "other residence schools" includes cooperative farm and flight training.

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IV. VETERANS EDUCATIONAL ASSISTANCE - CHAPTER 34

A. In Training - April 1975: At the end of April 1975 there were 1,792,187 veterans and service persons in training under chapter 34. This is the highest end-of-the-month trainee count since enactment of the current GI bill. The total count at the end of April consisted of 1,195,512 persons in institutions of higher learning, 201,181 in other residence schools, 280,552 in correspondence schools and 114,942 in on-job training. A period of very rapid increase in the number of trainees followed the passage of Public Law 93-508 (December 3, 1974) which increased the basic subsistence allowance by almost 23 percent from $220 to $270 per month (see appendix A for allowances). A very high unemployment rate among recently discharged veterans also contributed to the large number of participants in training during this period. Table 2 shows the month-to-month increases during 1975 compared to the previous year increases (see appendix B, table 1 for details).

Table 2

INCREASE OF PERSONS IN-TRAINING DECEMBER THROUGH APRIL

(Chapter 34 Only)

	Fiscal Year 1975		Fiscal Year 1974	
	Number	Percent Increase	Number	Percent Increase
December	1,437,867	--	1,351,694	--
January	1,575,942	9.6%	1,405,441	4.0%
February	1,713,867	8.8	1,492,260	6.2
March	1,754,360	2.4	1,521,433	2.0
April	1,792,187	2.2	1,536,724	1.0

B. Vietnam Era Veterans In Training: Seventy-seven percent of all persons in training under chapter 34 at the end of April are Vietnam era veterans. There were a total of 1,373,384 Vietnam era veterans in training of whom 958,515 were in college (not including 1,127 college level correspondence trainees); 147,386 were in other residence schools; 161,484 were in correspondence training; and 105,999 were in on-job training. Both the total number in training and the number in college level training represent all time highs for Vietnam era veterans.

C. Peacetime Post-Korean Conflict Veterans In Training: The end of April 1975 was also the peak level for the peacetime post-Korean conflict veterans in training. There were 324,595 of these veterans in training; 215,569 college level trainees; 46,911 other resident school trainees; 53,172 taking correspondence training and 8,943 in on-job training. It should be pointed out that all of these trainees are beneficiaries of recent legislation which extended eligibility from 8 to 10 years.

D. Service Personnel In Training

1. A new high end-of-the-month trainee count also was attained by those service personnel who were in training under the GI bill. There were 94,208 of these trainees, 387 more than the previous high of 93,821 in November 1974. More significantly, the college level in-training count (21,428), exclusive of correspondence, was 2,477 higher than in November 1974. The remainder of the training by service personnel was 6,884 in other residence schools and 65,896 taking training by correspondence. This latter number represents an overall decrease from November 1974 to April 1975 of 2,288 for all types of correspondence training by active duty trainees.

2. Air Force personnel make up the greatest percentage of persons who were training while on active duty with 38.5 percent of the total. The Army and the Navy make up most of the remainder with 30.7 percent and 23.6 percent, respectively (see appendix B, table 2). Servicewomen constitute about 1.4 percent of the service personnel in training.

E. In Training During the Month

1. As was reported earlier in this publication, there were 1,792,187 veterans and service personnel in training at the end of the month of April 1975. However, in addition, a number of persons -- principally college trainees -- either permanently or temporarily terminated training sometime during the month prior to the time when the in-training count was made and, as a result, are not counted although they were in training at some time during the month. Table 3 compares the end-of-the-month in-training count with the total count of persons trained during the month by type of training.

Table 3

IN TRAINING
CHAPTER 34
APRIL 1975

	Chapter 34 Total		Veterans		Service Personnel	
	End of Month	During Month	End of Month	During Month	End of Month	During Month
College	1,295,512	1,288,068	1,174,084	1,260,505	21,428	27,563
Other residence	201,181	218,463	194,297	208,891	6,884	9,572
Correspondence	280,5[illegible]	347,076	214,656	281,008	65,896	66,068
On Job	114,942	115,357	114,942	115,357	--	--
TOTAL	1,792,187	1,968,964	1,697,979	1,865,761	94,208	103,203

2. When comparing end-of-the-month data with during the month data, one thing becomes evident rather quickly. That is: when enrollment in colleges is on the ascendency the difference between the two statistics is small; however, when enrollment is decreasing, (at the end of terms, semesters, quarters, etc.) the difference can be quite large. Table 4 compares the end-of-the-month trainee counts with the number trained during the month from April 1974 to April 1975, for all trainees and for college level trainees.

Table 4

END OF MONTH TRAINEE COUNTS
COMPARED WITH TOTAL IN TRAINING
DURING THE MONTH 1/

	College Level			All Trainees		
	End of Month In Training	Trained During Month	Ratio During Month/EOM	End of Month In Training	Trained During Month	Ratio During Month/EOM
1974						
April	938,013	989,153	1.055	1,536,724	1,669,976	1.087
May	537,686	944,246	1.756	1,122,615	1,614,273	1.438
June	299,165	591,443	1.977	850,915	1,232,331	1.448
July	307,532	380,410	1.237	858,781	1,013,954	1.181
August	271,965	468,981	1.724	811,145	1,098,654	1.354
September	727,348	761,096	1.046	1,274,579	1,392,991	1.093
October	920,580	955,383	1.038	1,486,085	1,604,229	1.080
November	970,467	1,024,762	1.056	1,548,795	1,689,885	1.091
December	865,074	1,045,620	1.209	1,437,867	1,706,989	1.187
1975						
January	1,002,015	1,090,295	1.088	1,575,942	1,744,499	1.107
February	1,129,484	1,177,710	1.043	1,713,867	1,842,486	1.075
March	1,170,834	1,260,592	1.077	1,754,360	1,926,748	1.098
April	1,197,133	1,289,319	1.077	1,792,187	1,968,964	1.099

F. Type of Training by Training Time - April 1975

1. More than half (54.4 percent) of the persons in training under the GI bill at the end of April were in training on a full-time basis. This is a higher percentage than for last April (53.1 percent) and last November (52.0 percent). At the college level, 61.2 percent of the trainees were in training full time. For those training in other residence schools (this excludes training by correspondence) there were 63.0 percent in full-time training. For persons in on-job training, all (100 percent) are considered as full-time trainees. (Appendix B, tables 3 through 11, present information on type of training by training time by level of training.)

2. Better than 2 of 3 (69.9 percent) service personnel in training under the GI bill are training by correspondence, one of ten (9.8 percent) are in training full time and the remainder (20.2 percent) are in part-time residence school training. 2/ For service personnel in training, only about 0.3 percent of correspondence training is taken in institutions of higher learning and only about 1.0 percent of college training is taken by correspondence.

1/ There is a further loss in the count of persons actually in training during or at the end of any given month due to the delay beyond the end of the month in the receipt and processing of some enrollments into training which are processed on a retroactive basis.

2/ As in the appendix tables, percentages here and elsewhere in the text may not add to 100.0 percent due to rounding.

3. For Vietnam era veterans in training the distribution by training time is 59.6 percent full time, 28.7 percent part time, and 11.8 percent training by correspondence. Only 0.1 percent of college training for Vietnam era veterans is taken by correspondence, while 63.8 percent is full-time training and 36.1 percent is part time.

4. As might be expected, the peacetime post-Korean conflict trainees had a smaller percentage enrolled for full-time training than their Vietnam era veteran counterparts. For these older, peacetime veterans, 45.4 percent trained full time, 38.2 percent part time, and 16.4 percent by correspondence. Among college trainees, 52.3 percent trained full time, 47.6 percent part time and 0.1 percent by correspondence for peacetime post-Korean conflict veterans.

Table 5

CURRENT GI BILL - SELECTED DATA

APRIL 1975

	April 1975
Post-Korean Veteran Population	
TOTAL	10,612,000
Vietnam era	7,520,000
Service between Korean conflict and Vietnam era	3,092,000
Applications for Training	
TOTAL	6,264,382
Veterans	5,622,412
(Vietnam era)	(4,173,339)
Service personnel	641,970
Persons Ever In Training	
TOTAL	5,657,265
Veterans	5,071,036
(Vietnam era)	(3,815,985)
Service personnel	586,229

Trainee Characteristics (Cumulative and Current)

	Cumulative Through April 1975	In Training April 1975
Completed at least 4 years of high school at time of application	87%	90%
Had less than a high school education at time of application	13	10
Completed at least one year of college at time of application	20	19
Veterans paid educational assistance allowance for one or more dependents	53	65
Veterans paid educational assistance allowance for training one-half time or more with one or more dependents 1/	71	77
College trainees attended public colleges	79	83
Other school trainees attended private schools	82	79
Other residence school trainees attended private schools	60	43
College trainees attended full-time training	58	61
Other school trainees attended full-time training	26	26
Other school trainees in correspondence training	51	58
Other residence school trainees attended full-time training	54	63
Males	99	98

	Cumulative Through June 1974
Median age for all post-Korean veterans when they entered training	25.0 years
Median age for Vietnam era veterans when they entered training	23.6 years

6. Total Ever Trained Under Chapter 34 Through April 1975

1. The total number who had ever trained under the current GI bill through April 1975 was 5,657,265. Of this total, 2,999,904 had trained at the college level (not including training by correspondence), 1,070,641 in other residence schools, 1,129,557 in correspondence training, and 457,163 in on-job training. 2/ (See appendix B, tables 7 and 8.)

1/ Veterans training less than half time and all service personnel trainees do not receive additional allowance for dependents.

2/ The "ever trained" counts by type of training represent only the last type of training taken. A trainee who first took college training and later took a correspondence course, not at the college level, would be counted in correspondence training and not in college. As a result of this, the total number of persons who ever trained in the individual types of training is understated. The grand total of 5,657,265 for all types of training is an unduplicated count.

2. The majority of trainees under chapter 34 have been Vietnam era veterans. By the end of April 1975, a total of 3,815,985 Vietnam era veterans had trained under the GI bill. Of these, 2,205,946 had trained in institutions of higher learning, 635,962 in other residence schools, 577,476 in correspondence courses and 396,601 in on-job training (see appendix B, tables 9 and 10).

3. By the end of April 1975, 1,255,051 peacetime post-Korean conflict veterans had trained under the current GI bill. This total was made up of 631,609 who trained in colleges or universities, 247,684 who trained in other residence schools, 315,196 who trained in correspondence courses and 60,562 who took on-job training (see appendix B, tables 7 and 8). Between the original delimiting date of May 31, 1974 and the end of April 1975, 135,473 peacetime post-Korean veterans entered training for the first time. This was made possible by the extension of the eligibility period from 8 years to 10 years by Public Law 93-337. (This extension also permitted continued participation by Vietnam era veterans who returned to civil life prior to the effective date of the current GI bill.

4. Through April 1975 a total of 586,229 persons had trained while on active duty but had not later trained as veterans. Training taken by these service personnel through April 1975 included 162,349 in college, 236,885 by correspondence training and 186,995 in other residence schools. Of the service personnel who trained in other residence schools, 154,246 or 82.5 percent were high school trainees. These numbers substantially understate the true number of service personnel trained. For example, in June 1974 the comparable figure -- 486,445 -- represented about 78 percent of <u>all</u> persons who had used GI bill entitlement while on active duty in the Armed Forces. The other 22 percent had reentered training after they became veterans and thus were not counted as in-service trainees. Conversely, most of the approximately one-half million service personnel trainees who were not in training in April 1975, are likely to have returned to civil life and should, therefore, be considered as veterans who have trained under the current GI bill.

H. Proprietary Status of Facilities

1. Most persons (62.9 percent) in training under chapter 34 on April 30, 1975 were training in public facilities. However, the total was composed of four types of training, two of which were primarily public (college and other residence schools) and two which were primarily private (on job and correspondence). Of the GI bill trainees in colleges at the end of April 1975, 82.9 percent were enrolled in public facilities; these included almost all (99.3 percent) of those training in teachers' colleges and more than 9 of 10 (92.2 percent) of those training in junior or community colleges. Of those training in residence schools other than college, 57.0 percent were enrolled in public institutions. Conversely, only 10.1 percent of those taking job training were in public facilities and only 0.2 percent of those taking training in correspondence schools were in public facilities. The larger percentage of school trainees in public facilities occurs primarily because most school trainees (both college and other residence school trainees) have had the option of attending low tuition state supported educational institutions, whereas correspondence training and on-job training generally are not available from tax supported institutions. Appendix B, table 12 shows the distribution of trainees by type and proprietary status of facility as of April 1975 and April 1974.

2. The percentage of veterans and service personnel training in public facilities continues to increase, rising from 56.4 percent in April 1974 to 62.9 percent in April 1975. This rise was caused by an increase of trainees in public facilities and a decrease of trainees in private facilities. There was an increased percentage of trainees in public institutions in each type of training except correspondence. There were increased numbers of trainees in those types of training which are primarily public and decreased numbers of trainees in those types of training which are primarily private. Table 6 shows this dual phenomena.

Table 6

TYPE OF FACILITY BY PROPRIETARY STATUS OF FACILITY

Type of Facility	Percent Public April 1975	Percent Public April 1974	Percentage Change in Trainees from April 1974 to April 1975
Primarily public			
College	82.9%	81.5%	28.6%
Other residence schools	57.0	51.2	17.8
Primarily private			
Correspondence	0.2	0.3	- 8.4
On-job training	10.1	9.6	- 10.4

I. Junior College Training: Junior college training has expanded faster than other types of college training so that it now constitutes the majority of chapter 34 trainees at the college level.

1. In Training: Of the 1,195,512 chapter 34 trainees enrolled at the college level on April 30, 1975, 637,817 or 53.4 percent were in junior colleges. Table 7 shows the junior college percentage of college trainees for the three groups of trainees under the current GI bill (also see appendix B, table 13).

Table 7

JUNIOR COLLEGE PERCENTAGE OF THOSE TRAINING IN COLLEGE

April 30, 1975

	Percent of All College Trainees	Percent of Undergraduate Trainees
Vietnam era veterans	52.2%	57.8%
Peacetime post-Korean veterans	62.3	68.6
Service personnel	10.3	22.7

2. Since the benefit for veterans is a fixed amount per month to assist with tuition and subsistence expenses, training in public junior colleges with low tuition enables veterans to retain more of the benefit for subsistence purposes. Of the veterans training in junior college, 92.2 percent were attending public junior colleges which on the average have the lowest tuition available at the college level. Peacetime post-Korean veterans in particular choose junior college training most often. A reason for this, other than cost, may be that junior colleges are located in communities where these older established veterans can conveniently train.

3. Growth: Over the 2 year period, April 1973 to April 1975, the number in junior college training grew from 343,022 to 637,817, an increase of 294,795. The total number training in college (including junior colleges and excluding correspondence training) grew from 841,547 in April 1973 to 1,195,512 in April 1975, an increase of 353,965. This means that 83.3 percent of the increase in college training during this period can be attributed to growth in the number of junior college trainees. Chart 1 shows the number of junior college trainees as compared with other college trainees for succeeding peak spring and fall enrollments (April and November) from April 1973 to April 1975. There are several causes for the upsurge in junior college training when compared with other college training:

a. Junior college training is an alternative to unemployment, particularly for veterans with less than a high school education who have GI bill benefits available. Untrained veterans are the most likely to be effected by unemployment and many choose to train when unemployment rises. Junior college is more often the type of training chosen when this occurs for the following reasons:

(1) Junior colleges offer a low cost way to train and receive needed financial assistance.

(2) Junior colleges are usually in urban communities where they are easily accessible for training.

(3) Most junior colleges offer practical vocational and technical training which on completion gives trainees a good chance for employment.

(4) Junior colleges generally have lower academic standards and a more open admission policy, thereby attracting veterans who usually may not qualify for 4 year colleges.

b. The substantial increase in monetary benefits last fall probably enabled many veterans to train who previously had felt unable to make it financially.

J. State Comparison of GI Bill Training

1. Persons In Training at the End of April 1975

a. All veterans and service personnel in training

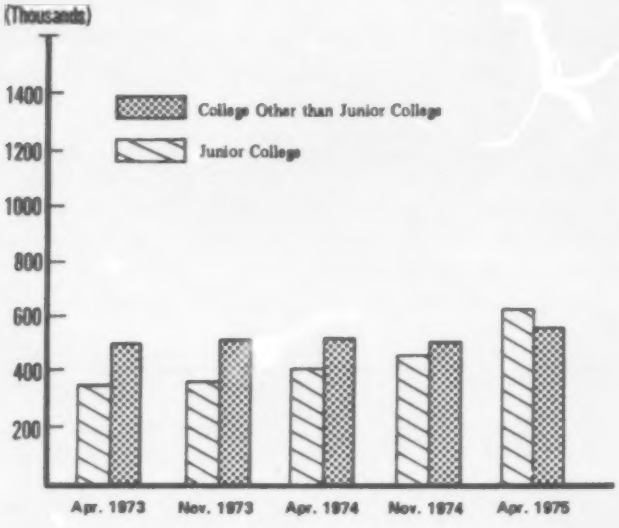
(1) Appendix B, table 15, shows the State of residence given at the time a veteran or service person on active duty applied for GI bill benefits for those who were in training at the end of April 1975. (The data shown on table 15 for chapters 31 and 35 are disclosed in Parts VI and VII, respectively.) The State of California accounts for the greatest number of residents in training with 308,565 trainees. This is almost three times the number for the next largest States, New York and Texas, with 111,517 and 106,789, respectively. At the other end of the scale were Vermont (2,225 trainees), Alaska (2,812 trainees) and Wyoming (2,927 trainees).

(2) Some States have a disproportionately large share of the active duty service personnel in training; this tends to exaggerate State comparisons which are based on State of residence at time of application. This distortion is particularly noticeable for the District of Columbia because all the service personnel who initiated training while overseas are counted as residents of the District of Columbia.

b. Vietnam era veterans in training: More than one in six Vietnam era veterans in training applied for training while a resident of the State of California. California experienced a 22.7 percent growth in the number of veterans in training from April 1974 to April 1975, higher than the nation-wide growth rate of 18.5 percent. Except for the District of Columbia (with the problems inherent in the reporting system as stated in the preceding paragraph), the largest percentage growth in the "in training" statistic occurred for residents of South Carolina (42.4 percent) and Rhode Island (37.5 percent). The smallest percentage growth occurred for Iowa (1.8 percent) and Alaska (2.2 percent). The number of residents of Puerto Rico in training declined by 8.6 percent during this period (see appendix B, table 14 for the data for each State).

Chart 1

Distribution of Training for Junior Colleges and Other College-Level Training



c. Persons in training by level of training: Appendix B, table 16, shows how the trainees in each State are distributed by level of training. The State of California has the most trainees in each category except farm training; Arkansas leads the nation in farm training with 3,991 trainees. More than 80 percent of the persons in training in the States of California, Rhode Island, and Massachusetts are taking college level training. Almost one of every three Georgia veteran trainees (compared with one of ten nationwide) is taking training in other residence schools. Nineteen percent of the Vermont veteran trainees were in on-job training (three times the national rate) while in Arkansas one-fourth of all trainees were in farm training.

2. Persons Ever Trained Through April 1975

a. Growth in last twelve months: In the 12-month period following the end of April 1974 there were 866,150 new entrants into training - an 18.1 percent increase in the number of persons who have trained under the current GI bill. Residents of California made up 15.6 percent of all original entries nationwide; the growth in new trainees within the State was just over the national rate. The greatest percentage increase occurred for Hawaii, Delaware, and South Carolina. More than one-fourth of all persons trained under the current GI bill who gave their residence as Hawaii, entered into training for the first time in the 12-month period from May 1974 to April 1975 (see appendix B, table 17). Of all the States, Pennsylvania realized the least growth.

b. Participation rate by State: The national participation rate is calculated by dividing the total number of living veterans into the number of persons who have ever trained under the current GI bill. For Vietnam era veterans, the nationwide participation rate had reached 50.7 percent, exclusive of service personnel (58.5 percent with service personnel included, see appendix B, table 18). We usually cite the nationwide rate which includes service personnel because most of them are now veterans; however, service personnel are always omitted from the participation rate of individual states because of the disproportionate distribution of service personnel on active duty. The highest State participation rate for veterans has been achieved by the State of North Dakota with 80.8 percent of its veterans having trained; South Dakota and New Mexico follow with 70.1 percent and 69.3 percent, respectively. At the other end of the scale are Vermont at 33.9 percent, New Jersey at 37.4 percent, and Massachusetts at 39.4 percent. (See Chart 2.) The States with the highest participation rate by each type of training are:

Type of Training	State	Percentage Participation
College	California	48.1%
Other residence schools	Alabama	18.7
Correspondence	South Dakota	12.5
On-job training	North Dakota	12.1

(Because of the problems previously stated, the District of Columbia is not considered in the discussion of participation rates.)

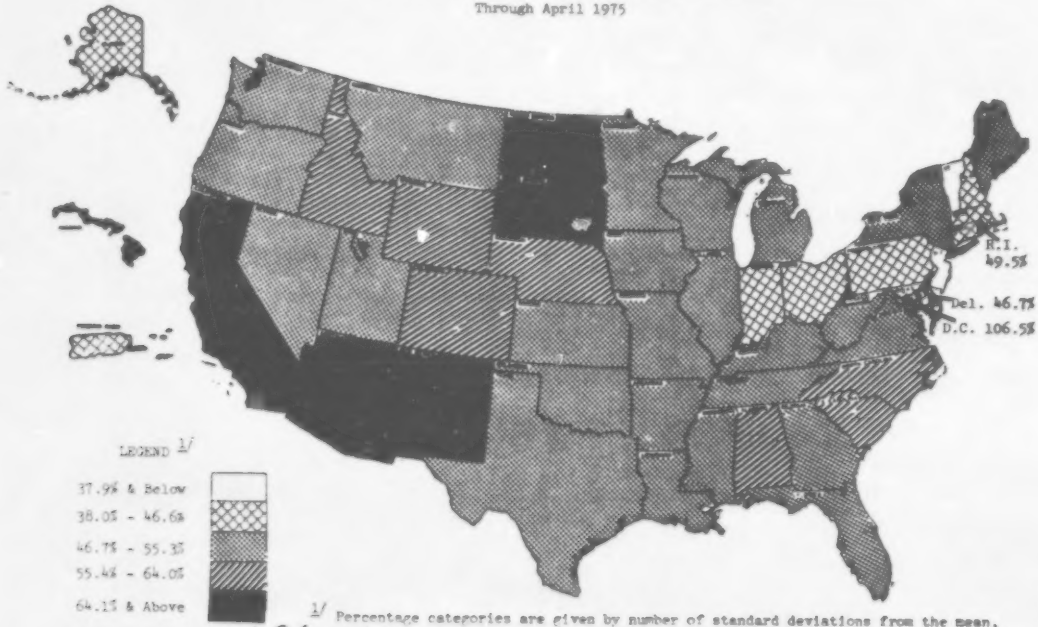
K. Dependency Status for Veteran Trainees

1. Veteran trainees with dependents are eligible for an additional allowance over and above the basic stipend if training is one-half time or more. The amount of the dependency allowance is determined by the number of dependents the veteran has, the type of training taken, and whether training is one-half time, three-quarter time, or full time (see appendix A for details).

2. As shown in table 8 below, at the end of April 1975, 62.7 percent of Vietnam era veteran trainees and 72.8 percent of peacetime post-Korean veteran trainees were receiving an additional allowance for dependents. Of those training one-half time or more, 73.2 percent of Vietnam era veterans and 92.8 percent of peacetime post-Korean veterans were receiving the additional allowance for dependents. Table 8 also shows that these "in training" percentages exceed the percentages for all veterans who have ever trained indicating that recent trainees' usage of the dependents allowance has increased over that of the late 1960's and early 1970's. This is to be expected as the trainees become older and assume further family responsibilities. (For details see appendix B, table 19.)

PARTICIPATION RATE FOR VIETNAM ERA VETERANS BY STATE

Through April 1975



1/ Percentage categories are given by number of standard deviations from the mean, as follows: $\bar{X} - 1.5S = 38.0$ $\bar{X} + .5S = 55.4$ $\bar{X} - .5S = 46.6$ $\bar{X} + 1.5S = 64.0$. where the state mean $\bar{X} = 51.0$ and $S = 8.7$

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Chart 2

April 1975

Table 8

PERCENTAGE OF VETERAN TRAINEES RECEIVING DEPENDENTS ALLOWANCE

As of April 30, 1975

	Veterans In Training Under Chapter 34	Veterans Ever Trained Under Chapter 34 in Their Latest Training Status
All veteran trainees	64.6%	52.8%
Vietnam era veterans	62.7	52.5
Peacetime post-Korean veterans	72.8	53.9
All veterans training one-half time or more	76.8	71.0
Vietnam era veterans	73.2	66.9
Peacetime post-Korean veterans	92.8	87.1

3. In the period from April 1974 through April 1975, the increase in veterans in training has been accompanied by an even greater increase in those who receive supplemental benefits for dependents, while the number in training who are not paid for dependents actually declined as shown in table 9.

Table 9

PERCENTAGE DISTRIBUTION BY DEPENDENCY STATUS

Veterans In Training

	Trainees Paid for Dependents	Trainees Not Paid for Dependents
April 1974		
Number	847,379	601,014
Percent	(58.5%)	(41.5%)
April 1975		
Number	1,097,110	600,869
Percent	(64.6%)	(35.4%)

The increase in percentage of trainees paid for dependents between April 1974 and April 1975 occurred for two reasons:

a. The percentage of trainees who were training one-half time or more (eligible for dependents supplemental assistance) increased from April 1974 through April 1975; and

b. The percentage of half-time or more trainees receiving dependents supplemental benefits has increased. This has occurred because the average age of veterans who are in training tends to be progressively greater as the GI bill's duration lengthens and the trainees tend to acquire dependents as they grow older. Table 10 shows the trend in the percentage training one-half time or more and the trend in the percentage in training who were receiving dependents assistance.

Table 10

VETERANS IN TRAINING - ONE-HALF TIME OR MORE

	Number	Percentage of All Veteran Trainees	Percentage of Veterans Receiving Dependents Supplemental Benefits	Median Age All Veteran Trainees 1/
April 30, 1974	1,149,359	79.4%	73.7%	27.9%
November 30, 1974	1,165,434	80.1	75.5	28.3
April 30, 1975	1,428,768	84.1	76.8	28.7

1/ Median age for veterans training one-half time or more is not available.

4. Through April 1975, 52.8 percent of all veterans ever trained under chapter 34 had received dependents benefits allowance in their most recent training status. This percentage is a little below the 53.9 percent for trainees who received dependents assistance under the World War II GI bill and the 54.0 percent for trainees who received dependents assistance under the Korean GI bill. However, the percentage who ultimately use dependents assistance under the current GI bill probably will exceed those of the two previous bills because of the tendency of veteran trainees to acquire dependents as they become older (see appendix B, table 7B for comparisons).

L. Educationally Disadvantaged Trainees: Veterans and service personnel who have neither completed 4 years of high school nor received credit for high school completion on the basis of a General Educational Development equivalency certificate, are considered to be educationally disadvantaged. Because of the deficiencies in the basic educational background of these individuals there is a special interest in their training under the GI bill.

1. Veterans In Training 1/

a. There were 172,282 veterans in training on April 30, 1975 who were educationally disadvantaged at the time they entered training. This number was composed of 72,412 training in college, 54,126 in other residence schools, 12,557 in on-job training, and 33,187 in correspondence training.

1/ This section discusses the April 30, 1975 in-training data for educationally disadvantaged veterans but not for educationally disadvantaged service personnel. In-training data for educationally disadvantaged service personnel understate the number in training because of the relatively short duration of many of the PREP courses taken by educationally disadvantaged service personnel. In many cases, trainees finish training by the time processing of their records has been completed. When this happens the number of service personnel for whom this occurs are added to the "ever trained" group but are not reflected in the "in training" group. The training of educationally disadvantaged service personnel is discussed further in paragraph IV., L., 2., "Ever Trained."

b. During the last 12 months, the number of educationally disadvantaged veterans who hav trained under the current GI bill has increased faster than the number of veterans who had graduated from high school. From April 1974 to April 1975, the number of educationally disadvantaged veterans in training grew by 33.5 percent while the number of noneducationally disadvantaged veterans in training grew 15.6 percent (see table 11 and appendix B, table 21). Most of the increase occurred after November 1974, following the substantial increase in the educational assistance allowance (Public Law 93-508, December 3, 1974).

Table 11

VETERANS IN TRAINING

	April 1975	November 1974	April 1974	Percent Change April 1974-April 1975	Percent Change Nov. 1974-April 1975	Percent Change April 1974-Nov. 1974
Vietnam era educationally disadvantaged	121,358	96,883	87,559	38.6%	25.3%	10.6%
Vietnam era noneducationally disadvantaged	1,252,026	1,095,741	1,072,726	16.7	14.3	2.1
Peacetime post-Korean educationally disadvantaged	50,924	39,316	41,537	22.6	29.5	- 5.3
Peacetime post-Korean noneducationally disadvantaged	273,671	223,034	246,571	11.0	22.7	- 9.5
Total educationally disadvantaged	172,282	136,199	129,096	33.5	26.5	5.5
Total noneducationally disadvantaged	1,525,697	1,318,775	1,319,297	15.6	15.7	0.0

c. The number of educationally disadvantaged Vietnam era veterans in training increased 38.6 percent from April 1974 to April 1975 compared with 16.7 percent for other Vietnam era veterans in training with the largest part of both increases occurring between November 1974 and April 1975. There are several probable causes for the strong growth in training of educationally disadvantaged Vietnam era veterans compared with the growth in training of other Vietnam era veterans.

(1) There is a strong positive correlation between the benefit level (monthly educational assistance allowance) and the percentage of educationally disadvantaged Vietnam era veterans who enter training. Although increased benefits appear to stimulate veterans of any educational level to enter training, the percentage of educationally disadvantaged Vietnam era veterans who enter training due to increased benefits is greater than the percentage of other Vietnam era veterans who enter training as a result of increased benefits. The recent increases in benefits (Public Law 93-508) have evidently contributed more to the relatively larger growth in training of the educationally disadvantaged Vietnam era veterans than to the growth in training of other Vietnam era veterans.

(2) A greater percentage of educationally disadvantaged Vietnam era veterans than other Vietnam era veterans appear to enter training when unemployment rates rise. Because of this tendency, the increased level of unemployment in 1974 and early 1975 undoubtedly contributed to the greater relative increase in training by educationally disadvantaged Vietnam era veterans. By choosing to train, unemployed or underemployed Vietnam era veterans prepare for future employment while being assured of needed current financial support.

(3) The Outreach program of the VA has helped motivate educationally disadvantaged Vietnam era veterans to enter training. This program is designed to contact educationally disadvantaged Vietnam era veterans and inform them of educational opportunities available to them.

d. Educationally disadvantaged peacetime post-Korean conflict veterans increased 22.6 percent from April 1974 to April 1975 compared with 11.0 percent for noneducationally disadvantaged peacetime post-Korean veterans. The number of these veterans in training declined between April 1974 and November 1974. This temporary decline in the number of trainees probably resulted from anticipation of the expiration of their entitlement on May 30, 1974. When their entitlement was extended for 2 more years, many of them entered or resumed training. Also the benefit increase of December 3, 1974 apparently stimulated many of these veterans to enter training. As with Vietnam era veterans, educationally disadvantaged peacetime post-Korean veterans apparently were affected by the benefit increase to a greater degree than other peacetime post-Korean veterans.

e. The greatest increase of educationally disadvantaged veterans in training occurred at the college level making college training the largest category of training taken by educationally disadvantaged veterans. Specifically, junior college training continued to be by far the largest category of college training taken by educationally disadvantaged veterans and it is in this category where the greatest part of the increase occurred. A significant rise in training by the educationally disadvantaged also occurred in "other residence schools." Most of this increase occurred because of the increase in high school trainees. Appendix B, table 21 shows the number of educationally disadvantaged veterans in training on April 30, 1974 and April 30, 1975 by type of training and the percentage increase (or decrease) by type of training. In addition, the table shows comparable data for veterans who were high school graduates and those with one or more years of college.

2. Ever Trained

a. Through April 1975, 717,392 educationally disadvantaged post-Korean conflict veterans and service personnel had trained since the current GI bill became effective, including 371,665 Vietnam era veterans, 187,804 peacetime post-Korean veterans and 157,923 service personnel. The cumulative number of educationally disadvantaged trainees ever trained under the current GI bill rose in the period April 1974 to April 1975 from 554,719 to 717,392, an increase of 162,673 or 29.3 percent. Substantial increases occurred among both veteran and in-service trainees but the increase was greatest for service personnel. The number of disadvantaged Vietnam era veteran trainees increased from 287,350 to 371,665 or 29.3 percent; disadvantaged peacetime post-Korean veteran trainees increased from 158,643 to 187,804 or 18.4 percent; and disadvantaged service personnel who had trained increased from 108,726 to 157,923 or 45.2 percent. These percentage increases in the number of educationally disadvantaged ever trained are greater than the percentage increases for all Vietnam era veteran trainees, all peacetime post-Korean veteran trainees, and all service personnel trainees, respectively, as shown in table 1. Cumulative data for these three groups (by latest status) through April 1975 is given in appendix B, table 23 by type of training.

b. Table 12 shows that the percentage participation of educationally disadvantaged Vietnam era veterans has been increasing faster than the percentage participation of Vietnam era veterans with a high school education or more. However, as table 12 also shows, participation by educationally disadvantaged Vietnam era veterans is still substantially below that of Vietnam era veterans with a high school education or more.

Table 12

VIETNAM ERA VETERANS PERCENTAGE PARTICIPATION BY PRIOR EDUCATION

(Excludes Service Personnel)

	April 1975	April 1974	April 1973
Educationally disadvantaged veterans	34.5%	28.3%	22.6%
Noneducationally disadvantaged veterans	53.5	48.9	44.1

c. Much of the increase in training by educationally disadvantaged service personnel is due to the PREP program (Prediscbarge Education Program) of the Armed Services. This program makes an effort to encourage and assist educationally disadvantaged service personnel (and other service personnel requiring remedial or refresher courses) to prepare for their future by providing needed secondary, remedial or refresher training prior to discharge. In addition, this training is provided without loss of entitlement (see paragraph 3 below). The recent emphasis on PREP training at the high school level by the Armed Forces has been especially successful. From April 1974 to April 1975, the number of educationally disadvantaged service personnel trained whose latest status was high school training rose from 75,920 to 108,955 (exclusive of correspondence training), an increase of 43.5 percent. Through the end of April 1975, high school represented the latest training status for 69.0 percent of all educationally disadvantaged service personnel who had trained in the service and had not afterward trained as a veteran. Data for service personnel ever trained (less those who reentered training as a veteran) by type of training is shown in table 13 below through April 1974 and April 1975.

Table 13

EDUCATIONALLY DISADVANTAGED SERVICE PERSONNEL EVER TRAINED

BY LATEST TYPE OF TRAINING WHILE IN SERVICE

	April 1975	April 1974	Percentage Change
TOTAL TRAINED	157,923	108,726	45.2%
College	24,347	11,748	107.2
Other schools	133,576	96,978	37.7
Residence schools other than high school	2,539	2,358	7.7
High school (residence)	108,955	75,920	43.5
Correspondence	22,082	18,700	18.1

This table shows that most of the growth in the number of service personnel who have ever trained occurred because educationally disadvantaged service personnel took high school training; it also shows that college training has become an important type of training for educationally disadvantaged service personnel. More educationally disadvantaged service personnel entered college training between April 30, 1974 and April 30, 1975 than had trained under the current GI bill in all the time prior to this period (excluding those who had reentered training as veterans).

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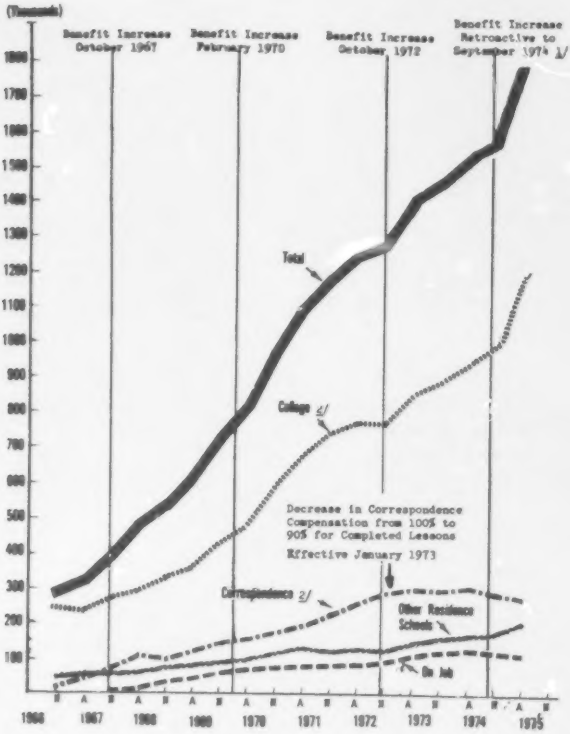
Chart 3

PERSONS IN TRAINING UNDER GI BILL

Successive Aprils and Novembers

(November 1966 through April 1975)



1/ Enacted and approved December 3, 1974, effective retroactive to September 1974.

2/ The College category excludes training taken by correspondence. College training taken by correspondence is included in the correspondence category where it makes up less than one percent of the trainees.

3. Free Entitlement: Under the current GI bill, provision is made for veterans and service personnel to receive full benefits while training for high school completion without depletion of their basic entitlement. Other veterans and service personnel who have completed high school but lack certain credits which are required for entrance into their selected program of training, may also take the necessary courses on a "free entitlement" basis even though these may be noncredit courses in an institution of higher learning.

a. Of the 460,663 trainees who ever used free entitlement through April 1975, about 58 percent had not completed high school. The remaining 42 percent were veterans or service personnel who had completed high school before they entered training but received free entitlement for prerequisite noncredit preparatory or makeup courses.

b. The pattern of cumulative and current (April 30, 1975) usage of free entitlement by veterans and service personnel is shown in table 14. Service personnel account for a much greater percentage of free entitlement usage on a cumulative basis than they do at any point in time (such as April 30, 1975). A factor in this difference is the relatively short duration of many of the PREP courses which causes some of the service personnel not to be reported as in training at the end of a month (see footnote 1, section IV., L., 1.).

Table 14

USAGE OF FREE ENTITLEMENT

	Ever Used Free Entitlement Through April 30, 1975		Using Free Entitlement as of April 30, 1975	
	Number	Percent	Number	Percent
Vietnam era veterans	211,802	46.0%	44,543	72.9%
Peacetime post-Korean veterans	47,852	10.4	12,680	20.7
Service personnel	201,009	43.6	3,886	6.4
TOTAL	460,663	100.0	61,109	100.0

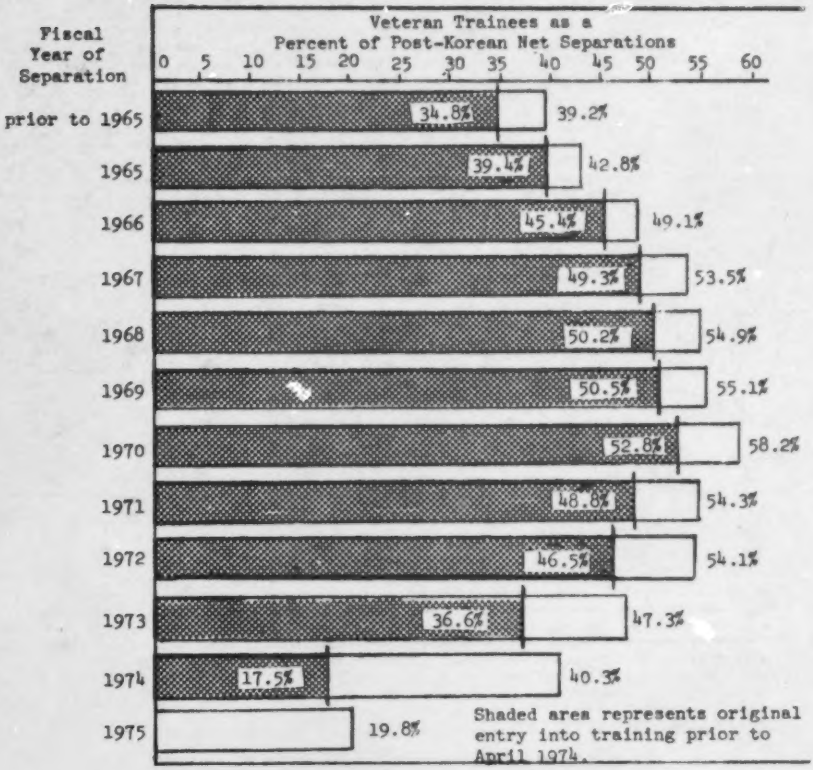
There was a large increase in the use of free entitlement in the period April 1974 to April 1975 by all three groups of trainees. In this period, the number of Vietnam era veterans who had used free entitlement rose 53.1 percent, the number of peacetime post-Korean veterans who had used free entitlement rose 39.0 percent and the number of service personnel who had used free entitlement rose 56.5 percent. These increases in the usage of free entitlement occurred primarily as the result of increased training by the educationally disadvantaged (non high school graduates).

M. Trends In Training (Chapter 34)

1. Since the current GI bill went into effect on June 1, 1966, the number of veterans and service personnel in training under chapter 34 has increased each year. In November 1966, the number in training was 293,996. By April 1975 the number of veterans and service personnel in training had risen to 1,792,187. Although increases in the total in training occurred continuously over the entire period, the most pronounced increases in training occurred following increases in the financial assistance rate. The striking increase in training from November 1974 to April 1975 followed the 22.7 percent increase in the benefit level in the fall of 1974. The effect of this large benefit increase and to a lesser extent the effect of increased unemployment, particularly on educationally disadvantaged veterans, have combined to cause this large increase in training between November 1974 and April 1975 (see chart 3).

CHAPTER 34
ENTRY INTO TRAINING OF POST-KOREAN VETERANS 1/
BY FISCAL YEAR OF SEPARATION

(Entries June 1966 through April 1975)



1/ Excludes 600,036 service personnel.

2. Within the "total in training," each type of training has generally continued to grow over the tenure of the current GI bill, although several exceptions are noted below. Starting with November 1966, chart 3 shows successive (twice yearly, April and November) training loads for four types of training and the total.

3. The largest single type of training - college level - grew almost without interruption (except for seasonal variations) from November 1966 to April 1975, and had the greatest effect on the growth of the total. As shown in chart 3, the increase in college training has been particularly pronounced following benefit increases. College training grew 23.4 percent from November 1974 to April 1975.

4. Both the number of correspondence trainees and the proportion of total trainees taking correspondence training grew (with one exception) quite steadily through November 1972. However, since November 1972 the proportion has been falling. This reversal occurred for three reasons:

a. Trainees who contracted for correspondence training after January 1, 1973 were reimbursed for only 90 percent of the cost of completed training, as opposed to 100 percent previously.

b. Starting in January 1973 veterans were required to affirm an enrollment in a correspondence course 10 days after enrolling in the course.

c. Starting in October 1972 service personnel were required to get the concurrence of their unit education officer prior to taking correspondence training. From April 1973 through April 1975, a period when the "total in training" was rising, the number of correspondence trainees decreased by 7.4 percent; thereby reducing its proportion of the total. Since correspondence trainees receive a flat 90 percent of the cost of their course, benefit increases have had no motivating effect on the number of correspondence trainees.

5. On-job training was not available at the outset of the current GI bill in June 1966. It became available for the first time in the fall of 1967, and by April 1968, 2.1 percent of all those in training were in on-job training. Both the number of job trainees and the job trainee proportion of the total rose steadily until April 1974 when there were 128,796 job trainees, or 8.4 percent of the total in training. On-job training actually reached its highest end-of-the-month enrollment in May 1974 when there was a total of 128,945 in training. However, by the end of April 1975 the number of on-job trainees had declined to 114,942, 6.4 percent of all trainees. The decline in the number of job trainees occurred as decreasing employment in the economy caused fewer job training opportunities to become available for prospective on-job trainees.

6. The number of trainees in residence schools other than college has grown steadily over the tenure of the current GI bill except in the period from April 1971 to November 1972 but it has not grown as rapidly as the total of all training. As with college training, the most pronounced increases in the number of trainees occurred following benefit increases. Other residence school training grew 25.1 percent from November 1974 to April 1975, stimulated by the benefit increase of December 1974 and increased unemployment.

7. The percentage of veterans who have trained (participation rates) by year of separation from the Armed Forces, is illustrated in chart 4. The entire length of each bar indicates the percentage of separatees discharged during the given fiscal year who had trained through April 1975, and the end (unshaded) segment of each bar shows the growth which occurred in the 12-month period from April 1974 through April 1975. Two key points are illustrated in this chart.

a. There is an increasing tendency for those who take training to enter training shortly after separation from the Armed Forces. This is illustrated in chart 4 by the fact that the growth during the 12-month period from April 1974 to April 1975 in the percentages who had trained is generally greater for those separated in the more recent fiscal years.

b. Separatees discharged in more recent fiscal years have a greater tendency to take training than separatees discharged in earlier fiscal years. This is illustrated by the fact that the percentage of each fiscal year's separatees who had trained through April 1975 was larger for each successive fiscal year through 1970. Separatees from fiscal years 1971 through 1975 do not reflect the pattern of higher percentage participation each year because as of April 30, 1975 there had been insufficient time since separation for a large enough number of potential trainees among these separatees to have entered training. It is probable that the percentage of participation for fiscal years 1971 through 1975 will eventually accede to the ascending pattern of those separated through fiscal year 1970. Greater participation by more recent separatees may be attributed to several factors, some of which are:

(1) Benefits available in more recent years have been increased.

(2) Recent separatees have attained relatively higher levels of prior education, which makes them more likely to resume training following separation.

(3) A greater amount of training assistance information has been provided through the Outreach program to veterans during the time shortly after separation when they are most likely to enter training.

V. THREE GI BILLS -- COMPARISONS

A. Total Number Trained, Level of Training and Cost

1. Since June of 1944, 13.8 million persons have trained under one of the three GI bills. This includes 7.8 million under the World War II GI bill, nearly 2.4 million under the Korean GI bill, and between 5.6 and 5.7 million trainees under the current GI bill. Education costs of the three GI bills through April 1975 total $33.6 billion. Of this cost, $14.5 billion is attributable to the World War II GI bill, $4.5 billion to the Korean conflict GI bill, and $14.6 billion to the current GI bill. It should be noted that the current dollar cost of the post-Korean GI bill has now exceeded that of the World War II GI bill (see appendix B, table 25).

2. For the three GI bills combined, more persons have trained in schools other than college than at any other level. This is followed very closely by college level training. As of the end of April 1975, 6,452,000 persons had trained in colleges or universities, compared with 6,499,000 who had trained in other schools (see appendix B, table 25). College level training has attracted the largest number of trainees under both the current GI bill and the Korean conflict GI bill but the numbers have not been sufficient to overcome the excess of other school trainees over college trainees under the World War II GI bill. A total of 2.08 million on-job trainees and 817,000 farm trainees account for the other trainees under the three GI bills.

B. Participation Rates: April 1975 was the 107th month since the current GI bill became effective. As of the end of April 1975, a total of 4,402,214 Vietnam era veterans and service personnel had taken training under the current GI bill. The Vietnam era veteran population had reached 7,520,000. The above number of trainees as a percentage of the population gives a Vietnam era participation rate of 58.5 percent. When persons who last trained while on active duty are excluded, the rate is 50.7 percent. (However, it is likely that most of these active duty trainees are now veterans in civilian life; therefore they usually are combined with veteran trainees for purposes of computing participation rates.) Either of these participation rates is greater than the final participation rate of 50.5 percent for the World War II GI bill and the final participation rate of 43.4 percent for the Korean conflict GI bill (see appendix B, table 26).

C. College Training Under the Three GI Bills

1. Participation in college level training is greater under the current GI bill than under either the World War II or the Korean conflict programs. College participation for World War II veterans was 14.4 percent, for Korean conflict veterans it was 22.0 percent, and for all post-Korean conflict veterans and service personnel, it was 28.4 percent through April 1975. The subgroup Vietnam era veterans and service personnel had a 31.6 percent participation in college level training through April 1975; they have participated in college level training to a greater extent than any prior group of veterans (see appendix B, table 26).

2. The proportion of GI bill trainees in college (as opposed to the proportion of the veteran population in college) has been larger under the two more recent programs than under the World War II program. College trainees made up 28.6 percent of all trainees under the World War II program, 50.7 percent of all trainees under the Korean conflict program and 53.2 percent of all trainees under the current program through April 1975. Within the group of trainees under the current GI bill, 53.9 percent of Vietnam era veteran and service personnel trainees have trained in college through April 1975.

3. The higher percentage of trainees in college under the two more recent programs has been due to several factors; some are:

a. A higher level of previous education for potential trainees;

b. Greater educational expectations from trainees on the part of prospective employers;

c. The expansion of higher education opportunities to a greater part of the populace; and

d. The expansion of higher education to include vocational and technical training not previously offered for academic credit by colleges.

D. Prior Educational Attainment

1. Table 15 shows that through April 1975, a greater proportion of trainees under the current GI bill had graduated from high school or passed the GED (General Educational Development) test prior to entering training than GI bill trainees under either the World War II program or the Korean conflict program. The percentage of trainees who had one or more years of college prior to GI bill training is higher for the current program than the percentage was under the World War II program; however, the percentage is lower than it was under the Korean conflict program (see appendix B, table 22).

Table 15

PERCENTAGE OF TRAINEES WHOSE PRIOR EDUCATIONAL LEVEL WAS HIGH SCHOOL OR ABOVE

(Three GI Bills)

	High School Graduate or Above	One or More Years College
World War II GI bill	54.8%	16.3%
Korean conflict GI bill	71.0	26.5
Post-Korean GI bill through April 1975	87.3	20.2
(Peacetime post-Korean veterans)	(85.0)	(22.4)
(Vietnam era veterans)	(90.3)	(19.4)
(Service personnel)	(73.1)	(21.1)

2. Of all the people trained under the current program, Vietnam era veterans have had the highest percentage of trainees who had completed high school or passed the GED test prior to training. On the other hand, peacetime post-Korean veteran trainees had a larger percentage who had completed one or more years of college. Many peacetime post-Korean veterans upgraded their education by going to college before the current GI bill became effective. As a result, a larger percentage of this group entered training under the current GI bill with a year or more of college (self financed) than would have occurred if they had been eligible for such training at the time they were discharged from the Armed Forces.

3. Although there continues to be a much larger percentage of high school graduates among those who have trained under the current GI bill than under earlier GI bills, the percentage of post-Korean GI bill trainees who were high school graduates before entering training has dropped. As of April 1973, 89.9 percent of all current GI bill trainees had graduated from high school, but as of April 1975 this had dropped to 87.3 percent. The recent surge in participation by the educationally disadvantaged accounts for this change.

Table 16

GROWTH IN NUMBER OF PERSONS EVER TRAINED BY PRIOR EDUCATIONAL ATTAINMENT

Educational Attainment at Time of Application	Through April 1973	Through April 1975	Percentage Growth April '73 - April '75
Less than high school	402,660	717,392	78.2%
High school only	2,691,850	3,795,696	41.0
One or more years college	876,707	1,144,177	30.5

VI. DEPENDENTS EDUCATIONAL ASSISTANCE - CHAPTER 35: At the end of April 1975 there were 62,619 persons in training under the Dependents Educational Assistance program. Sons and daughters comprised 82.0 percent of the total while spouses and widows(ers) made up the remaining 18.0 percent. Ninety percent of all chapter 35 trainees in training at the end of April 1975 were enrolled in college. Of the sons and daughters in training, 93.3 percent were in college, and of spouses and widows(ers) in training 77.1 percent were in college. From April 1974 to April 1975, the number in training under chapter 35 increased from 52,590 to 62,619 or 19.1 percent. Sons and daughters in training increased from 44,171 to 51,359 or 16.3 percent while spouses and widows(ers) in training increased from 8,419 to 11,260 or 33.7 percent. States with large numbers of chapter 35 trainees at the end of April 1975 included California with 8,231 trainees, or 13.1 percent of the total; Texas with 5,706 trainees, or 9.1 percent of the total; and Florida with 4,129 trainees, or 6.6 percent of the total (see table 1 and appendix B, tables 15 and 27).

VII. VOCATIONAL REHABILITATION - CHAPTER 31

A. At the end of April 1975 there were 16,222 veterans in training under the vocational rehabilitation and education program. This is a 6.9 percent decrease from the 17,419 who were in training at the end of April 1974. While this still reflects the recent downward trend in enrollment under this program, the percentage decrease is not as much as had been experienced in the previous April to April comparisons (10.9 percent) nor is the decrease nearly as much as in the November 1973 to November 1974 period when the drop was 13.8 percent. Three of every four (75.8 percent) persons in training in this program were training in an institution of higher learning. As of April 30, 1975, 60.1 percent of all trainees were in full-time college training, 15.7 percent in part-time college training, 18.7 percent in other schools, and the remaining 5.5 percent were in on-job or on-farm training (see appendix B, table 28). Appendix table 15 contains a distribution of veterans in vocational rehabilitation training on April 30, 1975 by state of residence at application.

B. In the 4 months following the passage of Public Law 93-508, which made training under chapter 31 available to veterans who were rated for compensation purposes at less than 30 percent disabled, a marked increase in original entries for those with a less than 30 percen disability is observed. Table 17 compares these 4 months with the same 4 month period for the preceding 4 years.

Table 17

NUMBER OF ORIGINAL ENTRIES UNDER CHAPTER 31
FOR VETERANS WITH LESS THAN A 30 PERCENT DISABILITY RATING

	1975	1974	1973	1972	1971
January	39	20	20	11	68
February	80	31	37	57	96
March	152	21	31	42	74
April	178	16	20	31	53

This trend of increase in enrollment for veterans rated less than 30 percent disabled is expected to continue and will accelerate next fall as the expanded number of potentially eligible veterans complete the counseling, prerequisite for training under chapter 31.

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Chief Benefits Director

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VIII. APPENDIX A

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BENEFITS UNDER CURRENT PROGRAMS

A. The current GI bill (Public Law 89-358) became effective June 1, 1966. It was enacted by the Congress to provide educational or vocational opportunities to veterans whose ambitions may have been impeded by service in the Armed Forces after January 31, 1955. Also, these opportunities were made available to service personnel on active duty who had completed 2 or more years of service (later reduced to 181 days). Persons who complete 18 or more months of active duty in the Armed Forces are eligible for up to 36 months of full-time schooling or on-job training. In addition, Public Law 93-508 provides for "an additional number of months, not exceeding nine, as may be utilized in pursuit of a program of education leading to a standard undergraduate college degree."

B. The Vocational Rehabilitation program (ch. 31) is for veterans who are in need of vocational rehabilitation to overcome a handicap resulting from service-connected or aggravated disability. They may receive up to 48 months of education or training to restore their employability, "unless a longer period is prescribed by the (VA) Administrator." The full cost of their training is paid by the Veterans Administration and, in addition, they receive a subsistence allowance while in training and for 2 months after rehabilitation. These disabled veterans are provided counseling assistance in selecting a suitable objective and planning a program of rehabilitation training. While in training they are provided continuing help by vocational rehabilitation specialists. Necessary employment assistance is provided following completion of training.

C. The third educational program serves survivors or dependents of those veterans who died from service-connected causes or whose service-connected disability is rated permanent and total. Spouses and children of service personnel who are missing in action or interned by a hostile foreign government for more than 90 days, are also eligible under this program. Up to 36 months of full-time training is provided in approved schools and on-job training programs.

CHAPTER 34 Appendix A

CHRONOLOGY OF EDUCATIONAL ASSISTANCE RATES

Law and Type of Course	Single Veteran	Vet. and 1 Depend.	Vet. and 2 Depend.	Additional Dependents
Public Law 89-358, June 1, 1966				
Full-Time Institutional	$ 100	$ 125	$ 150	--
Public Law 90-77, October 1967				
Full-Time Institutional	130	155	175	$ 10
Full-Time Cooperative Farm	105	125	145	7
Full-Time On Job	80	90	100	--
Public Law 91-219, February 1, 1970				
Full-Time Institutional	175	205	230	13
Full-Time Cooperative Farm	141	165	190	10
Full-Time On Job	108	120	133	--
Public Law 92-540, October 1, 1972				
Full-Time Institutional	220	261	298	18
Full-Time Cooperative Farm	177	208	236	14
Full-Time On Job	160	179	196	8
Public Law 93-508, December 3, 1974 Retroactive to September 1, 1974				
Full-Time Institutional	270	321	366	22
Full-Time Cooperative Farm	217	255	289	17
Full-Time On Job	189	212	232	9
Public Law 93-602, January 1, 1975				
Full-Time On Job	196	220	240	10

Flight Training - 90 percent of established charges. One month eligibility for each $130 to January 31, 1970; 1 month eligibility for each $175 from February 1, 1970; 1 month eligibility for each $220 from September 1, 1972; 1 month eligibility for each $260 from September 1, 1974; 1 month eligibility for each $270 from January 1, 1975.

Correspondence Training - 100 percent of established charges for contracts made prior to January 1, 1973; 90 percent for contracts made on or after January 1, 1973. For contracts made before January 1, 1973; 1 month eligibility for each $100 to September 30, 1967; 1 month for each $130 to January 31, 1970; 1 month for each $175 from February 1, 1970. For contracts made on or after January 1, 1973; 1 month eligibility for each $220 to August 31, 1974; 1 month for each $260 from September 1, 1974; 1 month for each $270 from January 1, 1975.

Three-quarter and half-time training rates proportional to full time. Tuition and fees paid on less than half-time training; 1 month eligibility for each $100 to September 30, 1967; 1 month for each $130 to January 31, 1970; 1 month for each $175 to August 31, 1972; 1 month for each $220 to August 31, 1974; 1 month for each $260 to December 31, 1974; 1 month for each $270 from January 1, 1975.

On-Job Training - Rates reduced after each 6 month period of training, through the 18th month; no further reductions.

Service Personnel - Same as veterans for correspondence or flight training; cost of tuition and fees for other types of training not to exceed amounts payable to veterans for comparable training.

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CHAPTER 34 Appendix B, Table 1

Detailed In Training Comparisons - April 1975 with April 1974

	April 1975	April 1974 1/	Change Number	Change Percent
GRAND TOTAL - All Levels	1,792,187	1,536,724	255,463	16.6%
College Level - Total	1,195,512	935,178	260,334	27.8
Graduate	124,222	121,247	2,975	2.5
Undergraduate	1,062,953	806,873	256,080	31.7
Non Degree	8,337	7,058	1,279	18.1
Other Residence Schools - Total	201,181	165,921	35,260	21.3
Vocational/Technical	122,090	104,255	17,835	17.1
High School	34,867	21,652	13,215	61.0
Flight Training	24,904	24,685	219	0.9
Cooperative Farm	19,320	15,329	3,991	26.0
Correspondence	280,552	306,829	- 26,277	- 8.6
On-Job Training - Total	114,942	128,796	- 13,854	- 10.8
Apprenticeship	60,475	66,997	- 6,522	- 9.7
Other	54,467	61,799	- 7,332	- 11.9
VETERANS - TOTAL - All Levels	1,697,979	1,448,393	249,586	17.2
College Level - Total	1,174,084	918,324	255,760	27.9
Graduate	112,404	111,506	898	0.8
Undergraduate	1,054,180	800,495	253,685	31.7
Non Degree	7,500	6,323	1,177	18.6
Other Residence Schools - Total	194,297	158,949	35,348	22.2
Vocational/Technical	121,160	103,487	17,673	17.1
High School	32,154	18,607	13,547	72.8
Flight Training	21,663	21,526	137	0.6
Cooperative Farm	19,320	15,329	3,991	26.0
Correspondence	214,656	242,324	- 27,668	- 11.4
On-Job Training - Total	114,942	128,796	- 13,854	- 10.8
Apprenticeship	60,475	66,997	- 6,522	- 9.7
Other	54,467	61,799	- 7,332	- 11.9
VIETNAM ERA VETERANS - TOTAL - All Levels	1,373,384	1,160,285	213,099	18.4
College Level - Total	958,515	757,439	201,076	26.5
Graduate	92,482	89,809	2,673	3.0
Undergraduate	859,707	662,408	197,299	29.8
Non Degree	6,326	5,222	1,104	21.1
Other Residence Schools - Total	147,386	117,766	29,620	25.2
Vocational/Technical	99,970	83,940	16,030	19.1
High School	23,444	13,990	9,454	67.6
Flight Training	11,750	11,188	562	5.0
Cooperative Farm	12,222	8,648	3,574	41.3
Correspondence	161,484	166,818	- 5,334	- 3.2
On-Job Training	105,999	118,262	- 12,263	- 10.4
Apprenticeship	56,175	62,006	- 5,831	- 9.4
Other	49,824	56,256	- 6,432	- 11.4
SERVICE PERSONNEL - TOTAL - All Levels	94,208	88,331	5,877	6.7
College Level - Total	21,428	16,854	4,574	27.1
Graduate	11,818	9,741	2,077	21.3
Undergraduate	8,773	6,378	2,395	37.6
Non Degree	837	735	102	13.9
Other Residence Schools - Total	6,884	6,972	- 88	- 1.3
Vocational/Technical	930	768	162	21.1
High School	2,713	3,045	- 332	- 10.9
Flight Training	3,241	3,159	82	2.6
Correspondence	65,896	64,505	1,391	2.2

1/ These data have been revised to separate correspondence training at all levels and to establish an unduplicated count of training by correspondence.

SERVICE PERSONNEL IN TRAINING AND CUMULATIVE EVER TRAINED - APRIL 1975

By Branch of Service and Sex of Trainee

	Current Trainees					Ever Trained 2/				
	Total	Percent	College 1/	Other Schools 1/	Corres. 1/	Total	Percent	College 1/	Other Schools 1/	Corres. 1/
GRAND TOTAL	94,208	100.0%	21,652	72,556	65,896	586,229	100.0%	163,204	423,025	236,885
Male	92,897	98.6	21,041	71,856	65,284	579,333	98.8	159,649	419,684	235,093
Female	1,311	1.4	611	700	612	6,896	1.2	3,555	3,341	1,792
Army	28,902	30.7	7,114	21,788	19,688	224,895	38 4	59,115	165,780	70,793
Male	28,467		6,921	21,546	19,472	222,759		58,042	164,717	70,216
Female	435		193	242	216	2,136		1,073	1,063	577
Navy	22,247	23.6	2,668	19,579	18,472	118,327	20.2	32,123	86,204	64,579
Male	21,981		2,558	19,423	18,336	117,011		31,480	85,531	64,158
Female	266		110	156	136	1,316		643	673	421
Marines	5,039	5.3	1,002	4,037	3,440	54,095	9.2	10,451	43,644	14,092
Male	4,989		978	4,011	3,415	53,784		10,313	43,471	13,987
Female	50		24	26	25	311		138	173	105
Coast Guard	1,443	1.5	198	1,245	1,176	5,736	0.1	1,245	4,491	3,807
Male	1,442		198	1,244	1,175	5,735		1,245	4,490	3,806
Female	1		0	1	1	1		0	1	1
Air Force	36,298	38.5	10,584	25,714	23,029	181,912	31.0	59,724	122,188	83,171
Male	35,753		10,304	25,449	22,801	179,166		58,199	120,967	82,604
Female	545		280	265	228	2,746		1,525	1,221	567
All Others	279	0.3	86	193	91	1,264	0.2	546	718	443
Male	265		82	183	85	878		370	508	322
Female	14		4	10	6	386		176	210	121

1/ The basic data for this table does not allow for detailing correspondence training by college and other schools; therefore, the "College" and "Other Schools" columns include correspondence training and the "Correspondence" column is an overcount.

2/ The number "Ever Trained" is understated to the extent that former service personnel trainees have reentered or continued training after becoming veterans, thus losing their service personnel identity. (This understatement was estimated to be approximately 136,000 as of June 1974.)

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CHAPTER 34

ALL PERSONS IN TRAINING

Level of Training Showing Full Time and Part Time - April 1975

LEVEL OF TRAINING	TOTAL ALL TRAINEES				ALL VETERANS				PRESENT POST-KOREAN VETERANS			
	Total	Full Time	Part Time	Correspondence	Total	Full Time	Part Time	Correspondence	Total	Full Time	Part Time	Correspondence
TOTAL - All Levels	1,792,187	974,423	537,212	280,552	1,607,979	965,162	518,161	214,656	324,595	147,282	124,141	53,172
College - Total	1,197,133	732,736	462,776	1,621	1,175,481	724,966	449,118	1,397	215,839	112,828	102,741	270
Graduate	124,339	69,288	54,934	117	112,515	65,571	46,833	111	19,955	8,253	11,669	33
Undergraduate	1,063,643	658,034	404,919	690	1,054,779	654,109	400,071	599	194,586	103,883	90,590	113
Non-Degree	9,151	5,414	2,923	814	8,187	5,286	2,214	687	1,298	692	482	124
Other Schools - Total	480,112	126,745	74,436	278,931	407,556	125,254	69,043	213,259	99,813	25,511	21,400	52,902
Vocational or Tech. Post High School	67,422	23,245	10,058	34,119	58,583	23,207	9,955	25,421	11,603	3,526	2,108	5,969
Other Vocational or Technical	332,157	61,846	26,941	243,370	274,555	61,485	26,513	186,557	62,192	9,232	6,324	46,636
High School	36,309	22,844	12,023	1,442	33,435	21,752	10,402	1,281	9,007	5,844	2,866	297
Flight Training	24,904	--	24,904	--	21,663	--	21,663	--	9,913	--	9,913	--
Cooperative Farm	19,320	18,810	510	--	19,320	18,810	510	--	7,098	6,909	189	--
On-Job Training - Total	114,942	114,942	--	--	114,942	114,942	--	--	8,943	8,943	--	--
Apprentice	60,475	60,475	--	--	60,475	60,475	--	--	4,300	4,300	--	--
Other	54,467	54,467	--	--	54,467	54,467	--	--	4,643	4,643	--	--

Appendix B, Table 3

CHAPTER 34

PERCENTAGE DISTRIBUTION OF ALL PERSONS IN TRAINING 1/

Level of Training Showing Full Time and Part Time - April 1975

LEVEL OF TRAINING	TOTAL ALL TRAINEES				ALL VETERANS				PEACETIME POST-KOREAN VETERANS			
	Total	Full Time	Part Time	Correspondence	Total	Full Time	Part Time	Correspondence	Total	Full Time	Part Time	Correspondence
TOTAL - All Levels	100.0%	54.4%	30.0%	15.7%	100.0%	56.8%	30.5%	12.6%	100.0%	45.4%	38.2%	16.4%
College - Total	66.8	40.9	25.8	0.1	69.2	42.7	26.5	0.1	66.5	34.8	31.7	0.1
Graduate	6.9	3.9	3.1	0.0	6.6	3.9	2.8	0.0	6.2	2.5	3.6	0.0
Undergraduate	59.4	36.7	22.6	0.0	62.1	38.5	23.6	0.0	60.0	32.0	27.9	0.0
Non-Degree	0.5	0.3	0.2	0.1	0.5	0.3	0.1	0.0	0.4	0.2	0.2	0.0
Other Schools - Total	26.8	7.1	4.2	15.6	24.0	7.4	4.1	12.6	30.8	7.9	6.6	16.3
Vocational or Tech. Post High School	3.9	1.3	0.6	1.9	3.5	1.4	0.6	1.5	3.6	1.1	0.6	1.8
Other Vocational or Technical	18.5	3.5	1.5	13.6	16.2	3.6	1.6	11.0	19.2	2.8	1.9	14.4
High School	2.0	1.3	0.7	0.1	2.0	1.3	0.6	0.1	2.8	1.8	0.9	0.1
Flight Training	1.4	-	1.4	-	1.3	-	1.3	-	3.1	-	3.1	-
Coop. Farm	1.1	1.1	0.0	-	1.1	1.1	0.0	-	2.2	2.1	0.1	-
On-Job Training - Total	6.4	6.4	-	-	6.8	6.8	-	-	2.8	2.8	-	-
Apprentice	3.4	3.4	-	-	3.6	3.6	-	-	1.3	1.3	-	-
Other	3.0	3.0	-	-	3.2	3.2	-	-	1.4	1.4	-	-

1/ Percentages may not add due to rounding.

Appendix B, Table 4

CHAPTER 34

VIETNAM ERA VETERANS AND SERVICE PERSONNEL IN TRAINING

Level of Training Showing Full Time and Part Time - April 1975

LEVEL OF TRAINING	VIETNAM ERA VETERANS & SERVICE PERSONNEL				VIETNAM ERA VETERANS				SERVICE PERSONNEL			
	Total	Full Time	Part Time	Correspondence	Total	Full Time	Part Time	Correspondence	Total	Full Time	Part Time	Correspondence
TOTAL - All Levels	1,467,592	827,141	413,071	227,380	1,373,384	817,880	394,020	161,484	94,208	9,261	19,051	65,896
College - Total	981,294	619,908	360,035	1,351	959,642	612,138	346,377	1,127	21,652	7,770	13,658	224
Graduate	104,384	61,035	43,265	84	92,560	57,318	35,164	78	11,824	3,717	8,101	6
Undergraduate	869,057	554,151	314,329	577	860,193	550,226	309,481	486	8,864	3,925	4,848	91
Non-Degree	7,853	4,722	2,441	690	6,889	4,594	1,732	563	964	128	709	127
Other Schools - Total	380,299	101,234	53,036	226,029	307,743	99,743	47,643	160,357	72,556	1,491	5,393	65,672
Vocational or Tech. Post High School	55,819	19,719	7,950	28,150	46,980	19,681	7,847	19,452	8,839	38	103	8,698
Other Vocational or Technical	269,965	52,614	20,617	196,734	212,363	52,253	20,189	139,921	57,602	361	428	56,813
High School	27,302	17,000	9,157	1,145	24,428	15,908	7,536	984	2,874	1,092	1,621	161
Flight Training	14,991	--	14,991	--	11,750	--	11,750	--	3,241	--	3,241	--
Cooperative Farm	12,222	11,901	321	--	12,222	11,901	321	--	--	--	--	--
On-Job Training - Total	105,999	105,999	--	--	105,999	105,999	--	--	--	--	--	--
Apprentice	56,175	56,175	--	--	56,175	56,175	--	--	--	--	--	--
Other	49,824	49,824	--	--	49,824	49,824	--	--	--	--	--	--

Appendix B, Table 5

CHAPTER 34

PERCENTAGE DISTRIBUTION OF VIETNAM ERA VETERANS AND SERVICE PERSONNEL IN TRAINING 1/

Level of Training Showing Full Time and Part Time - April 1975

LEVEL OF TRAINING	VIETNAM VETS. & SERVICE PER.				VIETNAM ERA VETERANS				SERVICE PERSONNEL			
	Total	Full Time	Part Time	Correspondence	Total	Full Time	Part Time	Correspondence	Total	Full Time	Part Time	Correspondence
TOTAL - All Levels	100.0%	56.3%	28.1%	15.5%	100.0%	59.6%	28.7%	11.8%	100.0%	9.8%	20.2%	69.9%
College - Total	66.9	42.2	24.5	0.1	69.9	44.6	25.2	0.1	23.0	8.2	14.5	0.2
Graduate	7.1	4.2	2.9	0.0	6.7	4.2	2.6	0.0	12.6	3.9	8.6	0.0
Undergraduate	59.2	37.8	21.4	0.0	62.6	40.1	22.5	0.0	9.4	4.2	5.1	0.1
Non-Degree	0.5	0.3	0.2	0.0	0.5	0.3	0.1	0.0	1.0	0.1	0.8	0.1
Other Schools - Total	25.9	6.9	3.6	15.4	22.4	7.3	3.5	11.7	77.0	1.6	5.7	69.7
Vocational or Tech. Post High School	3.8	1.3	0.5	1.9	3.4	1.4	0.6	1.4	9.4	0.0	0.1	9.2
Other Vocational or Technical	18.4	3.6	1.4	13.4	15.5	3.8	1.5	10.2	61.1	0.4	0.5	60.3
High School	1.9	1.2	0.6	0.1	1.8	1.2	0.5	0.1	3.1	1.2	1.7	0.2
Flight Training	1.0	-	1.0	-	0.9	-	0.9	-	3.4	-	3.4	-
Cooperative Farm	0.8	0.8	0.0	-	0.9	0.9	0.0	-	-	-	-	-
On-Job Training - Total	7.2	7.2	-	-	7.7	7.7	-	-	-	-	-	-
Apprentice	3.8	3.8	-	-	4.1	4.1	-	-	-	-	-	-
Other	3.4	3.4	-	-	3.6	3.6	-	-	-	-	-	-

1/ Percentages may not add due to rounding.

Appendix B, Table 6

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CHAPTER 34

ALL PERSONS EVER TRAINED

Level of Training Showing Full Time and Part Time - Cumulative Through April 1975

LEVEL OF TRAINING	TOTAL ALL TRAINEES				ALL VETERANS				PEACETIME POST-KOREAN VETERANS			
	Total	Full Time	Part Time	Correspondence	Total	Full Time	Part Time	Correspondence	Total	Full Time	Part Time	Correspondence
TOTAL - All Levels	5,657,265	2,772,643	1,755,065	1,129,557	5,071,036	2,649,837	1,528,527	892,672	1,955,051	471,961	467,894	315,196
College - Total	3,009,174	1,735,178	1,264,726	9,270	2,845,970	1,680,606	1,156,949	8,415	634,399	300,172	331,437	2,790
Graduate	493,103	283,875	208,311	917	433,605	265,309	167,455	841	137,594	71,714	65,619	261
Undergraduate	2,434,742	1,422,198	1,009,268	3,276	2,363,042	1,393,244	966,735	2,963	483,839	224,549	258,261	1,029
Non-Degree	81,329	29,105	47,147	5,077	49,323	22,053	22,759	4,611	12,966	3,909	7,557	1,500
Other Schools - Total	2,190,928	580,302	490,339	1,120,287	1,767,903	512,068	371,578	884,257	560,090	111,287	136,457	312,406
Vocational or Tech. Post High School	374,024	126,887	79,263	167,874	322,575	125,344	76,091	121,140	93,203	24,846	24,361	43,996
Other Vocational or Technical	1,411,739	317,776	161,076	935,887	1,213,509	210,654	155,040	747,855	276,755	63,252	50,531	262,972
High School	251,265	107,236	127,503	16,526	95,755	44,707	35,786	15,262	24,157	9,526	9,193	5,438
Flight Training	121,737	—	121,737	—	103,901	—	103,901	—	52,052	—	52,052	—
Cooperative Farm	32,163	31,403	760	—	32,163	31,403	760	—	13,923	13,603	320	—
On-Job Training - Tota	457,163	457,163	—	—	457,163	457,163	—	—	60,562	60,562	—	—
Apprentice	233,679	233,679	—	—	233,679	233,679	—	—	35,951	35,951	—	—
Other	223,484	223,484	—	—	223,484	223,484	—	—	24,611	24,611	—	—

Appendix B, Table 7

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CHAPTER 34

PERCENTAGE DISTRIBUTION OF ALL PERSONS EVER TRAINED 1/

Level of Training Showing Full Time and Part Time - Cumulative Through April 1975

LEVEL OF TRAINING	TOTAL ALL TRAINEES				ALL VETERANS				PEACETIME POST-KOREAN VETERANS			
	Total	Full Time	Part Time	Correspondence	Total	Full Time	Part Time	Correspondence	Total	Full Time	Part Time	Correspondence
TOTAL - All Levels	100.0%	49.0%	31.0%	20.0%	100.0%	52.3%	30.1%	17.6%	100.0%	37.6%	37.3%	25.1%
College - Total	53.2	30.7	22.4	0.2	56.1	33.1	22.8	0.2	50.6	23.9	26.4	0.2
Graduate	8.7	5.0	3.7	0.0	8.6	5.2	3.3	0.0	11.0	5.7	5.2	0.0
Undergraduate	43.0	25.1	17.8	0.1	46.6	27.5	19.1	0.1	38.6	17.9	20.6	0.1
Non-Degree	1.4	0.5	0.8	0.1	1.0	0.4	0.5	0.1	1.0	0.3	0.6	0.1
Other Schools - Total	38.7	10.3	8.7	19.8	34.9	10.1	7.3	17.4	44.6	8.9	10.9	24.9
Vocational or Tech. Post High School	6.6	2.2	1.4	3.0	6.4	2.5	1.5	2.4	7.4	2.0	1.9	3.5
Other Vocational or Technical	25.0	5.6	2.9	16.5	23.9	6.1	3.1	14.8	30.0	5.0	4.0	21.0
High School	4.4	1.9	2.3	0.3	1.9	0.9	0.7	0.3	1.9	0.8	0.7	0.4
Flight Training	2.2	-	2.2	-	2.1	-	2.1	-	4.2	-	4.2	-
Cooperative Farm	0.6	0.6	0.0	-	0.6	0.6	0.0	-	1.1	1.1	0.0	-
On-Job Training - Total	8.1	8.1	-	-	9.0	9.0	-	-	4.8	4.8	-	-
Apprentice	4.1	4.1	-	-	4.6	4.6	-	-	2.9	2.9	-	-
Other	4.0	4.0	-	-	4.4	4.4	-	-	2.0	2.0	-	-

1/ Percentages may not add due to rounding.

Appendix B, Table 8

CHAPTER 34

VIETNAM ERA VETERANS AND SERVICE PERSONNEL EVER TRAINED

Level of Training Showing Full Time and Part Time - Cumulative Through April 1975

LEVEL OF TRAINING	VIETNAM ERA VETERANS & SERVICE PERSONNEL				VIETNAM ERA VETERANS				SERVICE PERSONNEL			
	Total	Full Time	Part Time	Correspondence	Total	Full Time	Part Time	Correspondence	Total	Full Time	Part Time	Correspondence
TOTAL - All Levels	4,402,214	2,300,682	1,287,171	814,361	3,815,985	2,177,876	1,060,633	577,476	586,229	122,806	226,538	236,885
College - Total	2,374,775	1,435,006	933,269	6,480	2,211,571	1,380,434	825,512	5,625	163,204	54,572	107,757	855
Graduate	355,509	212,161	142,692	656	296,011	193,595	101,836	580	59,498	18,566	40,856	76
Undergraduate	1,950,963	1,197,649	751,007	2,247	1,879,203	1,168,695	708,574	1,934	71,760	28,954	42,433	313
Non-Degree	68,363	25,196	39,590	3,577	36,357	18,144	15,102	3,111	32,006	7,052	24,488	466
Other Schools - Total	1,630,838	869,675	353,882	807,881	1,207,813	800,841	235,121	571,851	423,025	68,834	118,761	236,030
Vocational or Tech. Post High School	280,821	102,041	54,902	123,878	229,372	100,498	51,730	77,144	51,449	1,543	3,172	46,734
Other Vocational or Technical	1,034,984	251,524	110,545	672,915	836,754	247,362	104,509	484,883	198,230	4,162	6,036	188,032
High School	227,168	97,710	118,310	11,088	71,598	35,181	26,593	9,824	155,510	62,529	91,717	1,264
Flight Training	69,685	--	69,685	--	51,849	--	51,849	--	17,836	--	17,836	--
Cooperative Farm	18,240	17,800	440	--	18,240	17,800	440	--	--	--	--	--
On-Job Training - Total	396,601	396,601	--	--	396,601	396,601	--	--	--	--	--	--
Apprentice	197,728	197,728	--	--	197,728	197,728	--	--	--	--	--	--
Other	198,873	198,873	--	--	198,873	198,873	--	--	--	--	--	--

CHAPTER 34

PERCENTAGE DISTRIBUTION OF VIETNAM ERA VETERANS AND SERVICE PERSONNEL EVER TRAINED 1/

Level of Training Showing Full Time and Part Time - Cumulative Through April 1975

LEVEL OF TRAINING	VIETNAM VETS. & SERVICE PERS.				VIETNAM ERA VETERANS				SERVICE PERSONNEL			
	Total	Full Time	Part Time	Correspondence	Total	Full Time	Part Time	Correspondence	Total	Full Time	Part Time	Correspondence
TOTAL - All Levels	100.0%	52.3%	29.2%	18.5%	100.0%	57.1%	27.8%	15.1%	100.0%	21.0%	38.6%	40.4%
College - Total	54.0	32.6	21.2	0.2	58.0	36.2	21.6	0.2	27.8	9.3	18.4	0.2
Graduate	8.1	4.8	3.2	0.0	7.8	5.1	2.7	0.0	10.2	3.2	7.0	0.0
Undergraduate	44.3	27.2	17.1	0.1	49.3	30.6	18.6	0.1	12.2	4.9	7.2	0.1
Non-Degree	1.6	0.6	0.9	0.1	1.0	0.5	0.4	0.1	5.5	1.2	4.2	0.1
Other Schools - Total	37.1	18.7	8.0	18.4	31.7	18.5	6.[illegible]	15.0	72.2	11.6	20.3	40.3
Vocational or Tech. Post High School	6.4	2.3	1.3	2.8	6.0	2.6	1.4	2.0	8.8	0.3	0.5	8.0
Other Vocational or Technical	23.5	5.7	2.5	15.3	21.9	6.5	2.7	12.7	33.8	0.7	1.0	32.1
High School	5.2	2.2	2.7	0.3	1.8	0.9	0.7	0.3	26.5	10.7	15.7	0.2
Flight Training	1.6	-	1.6	-	1.4	-	1.4	-	3.0	-	3.0	-
Cooperative Farm	0.4	0.4	0.0	-	0.5	0.5	0.0	-	-	-	-	-
On-Job Training - Total	9.0	9.0	-	-	10.4	10.4	-	-	-	-	-	-
Apprentice	4.5	4.5	-	-	5.2	5.2	-	-	-	-	-	-
Other	4.5	4.5	-	-	5.2	5.2	-	-	-	-	-	-

1/ Percentages may not add due to rounding.

Appendix B, Table 10

CHAPTER 3A

PERCENT OF TRAINEES IN TRAINING FULL TIME BY LEVEL OF TRAINING - APRIL 1975

Level of Training	Total	All Post-Korean Veterans	Vietnam Era Veterans	Peacetime Post-Korean Veterans	Service Personnel
TOTAL - All Levels	54.4%	56.8%	59.8%	45.4%	9.8%
College - Total	61.8	61.7	63.8	52.3	25.9
Graduate	55.7	58.3	61.9	41.4	31.4
Undergraduate	61.9	62.0	64.0	53.4	44.3
Non-Degree	59.2	64.6	66.7	53.3	13.9
Other Schools - Total	26.4	30.7	32.4	25.6	2.1
Vocational or Technical Post-High School	34.5	39.6	41.9	30.4	0.4
Other Vocational or Technical	18.6	22.4	24.6	14.8	0.6
High School	62.9	65.1	65.1	64.9	38.0
Flight Training	0.0	0.0	0.0	0.0	0.0
Cooperative Farm	97.4	97.4	97.4	97.3	--
On-Job Training - Total	100.0	100.0	100.0	100.0	--
Apprentice	100.0	100.0	100.0	100.0	--
Other	100.0	100.0	100.0	100.0	--

CHAPTER 34

PERCENT OF TRAINEES IN PUBLIC INSTITUTIONS BY TYPE OF FACILITY

AS OF APRIL 1975 AND 1974

Type of Facility	In Training April 1975	In Training April 1974	Cumulative Ever Trained Through April 1975
Institutions of Higher Learning	82.9%	81.5%	79.0%
University	70.3	70.7	67.0
Hospital	34.9	34.5	34.2
Teachers	99.3	99.1	98.9
Junior College	92.2	92.6	92.7
Correspondence 1/	0.2	0.3	0.3
Other Residence Schools	57.0	51.2	39.9
Technical	21.1	20.1	18.8
Business	0.2	0.2	0.1
Secondary/Elementary	97.9	98.4	88.3
Vocational/Trade	53.6	49.6	33.7
Individual Instruction	*	*	*
On-Job Training	10.1	9.6	10.7
TOTAL	62.9	56.4	51.4

1/ Correspondence includes both IHL and Other School training. However, IHL is less than 1 percent of the total. April 1974 data has been revised in this bulletin so that all correspondence is included in the correspondence category.

* Not applicable.

Appendix B, Table 12

CHAPTER 34

INDIVIDUALS IN TRAINING IN JUNIOR COLLEGES

Comparison of April 1975 with April 1974 and April 1973

	April 1975	April 1974	Percent Increase '74 to '75	April 1973	Percent Increase '73 to '74
Veterans	635,587	422,304	50.5%	342,307	23.4%
Vietnam era	501,158	336,167	49.1	273,677	22.8
Peacetime post-Korean	134,429	86,137	56.1	68,630	25.5
Service personnel	2,230	1,586	40.6	715	121.8
TOTAL	637,817	423,890	50.5	343,022	23.6

Appendix B, Table 13

VIETNAM ERA VETERANS IN TRAINING BY STATE
During April 1975 and April 1974 by Residence at Time of Application

	April 1975 1/	April 1974 2/	Change Actual	Change Percent
GRAND TOTAL	1,373,384	1,160,285	213,099	18.4
U.S. - State Total	1,364,834	1,151,596	213,238	18.5
Alabama	29,425	21,877	7,548	34.5
Alaska	1,879	1,838	41	2.2
Arizona	23,188	17,836	5,352	30.0
Arkansas	12,080	10,375	1,705	16.4
California	231,246	188,500	42,746	22.7
Colorado	24,123	18,832	5,291	28.1
Connecticut	15,440	13,897	1,543	11.1
Delaware	4,303	3,223	1,080	33.5
District of Columbia 3/	10,718	7,304	3,414	46.7
Florida	51,761	38,973	12,788	32.8
Georgia	36,789	28,850	7,939	27.5
Hawaii	7,390	6,290	1,100	17.5
Idaho	4,949	4,684	265	5.7
Illinois	58,100	51,532	6,568	12.7
Indiana	24,059	22,034	2,025	9.2
Iowa	14,033	13,780	253	1.8
Kansas	13,176	12,243	933	7.6
Kentucky	17,874	14,841	3,033	20.4
Louisiana	20,768	18,698	2,070	11.1
Maine	7,193	5,552	1,641	29.6
Maryland	25,070	22,453	2,617	11.7
Massachusetts	29,725	25,539	4,186	16.4
Michigan	48,414	38,556	9,858	25.6
Minnesota	24,627	23,665	962	4.1
Mississippi	10,871	8,569	2,302	26.9
Missouri	31,487	26,516	4,971	18.7
Montana	4,417	4,075	342	8.4
Nebraska	9,371	8,787	584	6.6
Nevada	4,397	3,402	995	29.2
New Hampshire	4,740	3,601	1,139	31.6
New Jersey	29,923	26,645	3,278	12.3
New Mexico	8,166	7,706	460	6.0
New York	84,067	74,332	9,735	13.1
North Carolina	43,826	33,327	10,499	31.5
North Dakota	4,644	4,187	457	10.9
Ohio	48,511	44,386	4,125	9.3
Oklahoma	20,895	17,798	3,097	17.4
Oregon	16,709	14,861	1,848	12.4
Pennsylvania	49,458	47,536	1,922	4.0
Rhode Island	8,346	6,071	2,275	37.5
South Carolina	25,573	17,962	7,611	42.4
South Dakota	4,099	3,703	396	10.7
Tennessee	28,940	22,428	6,512	29.0
Texas	81,812	69,292	12,520	18.1
Utah	8,846	7,771	1,075	13.8
Vermont	1,873	1,749	124	7.1
Virginia	32,257	26,202	6,055	23.1
Washington	29,074	26,321	2,753	10.5
West Virginia	8,805	8,209	596	7.3
Wisconsin	25,194	22,733	2,461	10.8
Wyoming	2,203	2,055	148	7.2
Puerto Rico	6,375	6,975	- 600	- 8.6
All Other	2,175	1,714	461	26.9

1/ Excludes 94,208 service personnel in training.
2/ Excludes 88,331 service personnel in training.
3/ See text paragraph IV. J. 1. a.

TOTAL IN TRAINING

All Programs by State of Residence at Application - April 1975

	CHAPTER 34			CHAPTER 35			CHAPTER 31
	Total	Veterans	Service Personnel	Total	Sons and Daughters	Spouses and Widows(ers)	Disabled Veterans
GRAND TOTAL	1,792,187	1,697,979	94,208	62,619	51,359	11,260	16,222
U.S. - State Total	1,780,439	1,686,693	93,746	61,418	50,468	10,950	15,971
Alabama	39,081	37,547	1,534	1,587	1,229	358	516
Alaska	2,812	2,241	571	40	30	10	9
Arizona	30,795	29,059	1,736	1,394	1,060	334	263
Arkansas	15,804	15,190	614	825	687	138	235
California	308,565	293,096	15,469	8,231	6,230	2,001	1,205
Colorado	31,650	28,879	2,771	1,147	922	225	458
Connecticut	19,838	19,015	823	524	472	52	193
Delaware	5,916	5,485	431	149	118	31	57
District of Columbia 1/	16,232	13,384	2,848	1,413	1,121	292	458
Florida	66,721	63,104	3,617	4,129	3,203	926	585
Georgia	45,539	43,766	1,773	2,138	1,664	474	285
Hawaii	10,727	8,796	1,931	376	308	68	103
Idaho	6,566	5,926	640	272	232	40	87
Illinois	72,883	71,221	1,662	1,021	870	151	486
Indiana	30,118	29,459	659	560	473	87	344
Iowa	17,577	17,468	109	466	422	44	150
Kansas	17,195	15,339	1,856	688	585	103	158
Kentucky	22,961	21,853	1,108	797	693	104	176
Louisiana	25,944	25,145	799	1,045	852	193	116
Maine	9,885	9,282	603	405	338	67	101
Maryland	33,289	30,714	2,575	1,120	956	164	185
Massachusetts	40,893	39,977	916	1,814	1,664	150	410
Michigan	61,896	60,539	1,357	1,274	1,085	189	599
Minnesota	30,405	30,192	213	880	812	68	329
Mississippi	14,303	12,990	1,313	886	748	138	132
Missouri	42,875	38,759	4,116	1,038	890	148	341
Montana	5,989	5,099	890	210	182	28	51
Nebraska	12,540	11,314	1,226	434	400	34	126
Nevada	6,199	5,713	486	152	120	32	58
New Hampshire	6,705	6,249	456	241	208	33	89
New Jersey	39,203	37,661	1,542	1,193	1,046	147	557
New Mexico	10,874	9,622	1,252	684	572	112	131

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Appendix B, Table 15

	CHAPTER 34			CHAPTER 35			CHAPTER 31
	Total	Veterans	Service Personnel	Total	Sons and Daughters	Spouses and Widows(ers)	Disabled Veterans
New York	111,517	105,421	6,096	3,060	2,747	313	828
North Carolina	56,777	54,086	2,691	1,813	1,452	361	271
North Dakota	6,844	5,580	1,264	118	105	13	67
Ohio	59,528	58,395	1,133	1,404	1,207	197	1,038
Oklahoma	26,571	25,055	1,516	1,411	1,138	273	367
Oregon	20,455	20,291	164	665	527	138	344
Pennsylvania	60,600	59,947	653	1,800	1,629	171	498
Rhode Island	12,660	12,276	384	388	347	41	139
South Carolina	33,734	31,200	2,534	947	728	219	142
South Dakota	6,171	5,394	777	183	163	20	91
Tennessee	36,610	35,723	887	1,022	829	193	147
Texas	106,789	99,927	6,862	5,706	4,540	1,166	1,720
Utah	11,367	11,012	355	356	306	50	126
Vermont	2,725	2,202	23	113	104	9	73
Virginia	43,155	37,201	5,954	2,106	1,776	330	164
Washington	38,589	34,629	3,960	1,838	1,477	361	539
West Virginia	10,740	10,665	75	384	317	67	89
Wisconsin	31,200	31,045	155	882	806	76	312
Wyoming	2,927	2,560	367	89	78	11	23
Puerto Rico	8,874	8,809	65	751	613	138	251
All Other	11,748	11,286	462	1,201	891	310	251

1/ See text paragraph IV. J. 1. a.

Appendix B, Table 15 (Cont.)

CHAPTER 34

RESIDENCE AT TIME OF APPLICATION

Total In Training by Level of Training - April 1975

	Total	College	Other Residence Schools	On-Job Training	Farm	Correspondence
GRAND TOTAL	1,792,187	1,195,512	181,861	114,942	19,320	280,552
U.S. - State Total	1,780,439	1,187,201	179,050	114,788	19,318	280,082
Alabama	39,081	24,386	9,222	2,807	16	2,650
Alaska	2,812	1,565	438	193	3	613
Arizona	30,795	24,439	1,256	1,339	28	3,733
Arkansas	15,804	6,821	2,159	1,368	3,991	1,465
California	308,565	253,386	18,621	8,992	146	27,420
Colorado	31,650	22,242	2,330	1,524	30	5,524
Connecticut	19,838	12,688	1,315	2,244	4	3,587
Delaware	5,916	4,109	276	281	3	1,247
District of Columbia 1/	16,232	9,438	3,731	327	3	2,733
Florida	66,721	42,308	9,195	4,696	708	9,814
Georgia	45,539	22,899	14,708	3,506	25	4,401
Hawaii	10,727	7,082	802	922	4	1,917
Idaho	6,566	3,948	308	499	12	1,799
Illinois	72,883	51,020	5,169	4,344	133	12,217
Indiana	30,118	14,996	3,092	2,911	1,443	7,676
Iowa	17,577	8,293	1,199	1,069	2,416	4,600
Kansas	17,195	10,966	2,109	1,080	86	2,954
Kentucky	22,961	14,203	2,693	1,486	21	4,558
Louisiana	25,944	14,628	4,689	2,696	37	3,894
Maine	9,885	5,074	2,088	1,380	3	1,340
Maryland	33,289	23,409	2,481	1,945	12	5,442
Massachusetts	40,893	32,929	1,878	1,948	5	4,133
Michigan	61,896	37,585	6,390	3,365	21	14,535
Minnesota	30,405	15,486	4,827	2,802	2,156	5,134
Mississippi	14,303	7,703	2,529	1,365	73	2,633
Missouri	42,875	26,137	3,424	2,613	1,196	9,505
Montana	5,089	3,095	672	743	30	1,449
Nebraska	12,5[illegible]	7,094	846	1,275	1,431	1,894

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Appendix B, Table 16

	Total	College	Other Residence Schools	On-Job Training	Farm	Correspondence
Nevada	6,199	4,384	493	265	6	1,051
New Hampshire	6,705	4,409	364	666	3	1,263
New Jersey	39,203	26,320	2,368	2,755	13	7,747
New Mexico	10,874	6,661	1,342	550	4	2,317
New York	111,517	75,676	7,136	8,719	43	19,943
North Carolina	56,777	34,757	9,301	5,843	1,246	5,630
North Dakota	6,844	2,880	713	831	805	1,615
Ohio	59,528	37,108	4,752	4,765	22	12,881
Oklahoma	26,571	18,840	2,376	1,171	1,064	3,120
Oregon	20,455	15,099	1,211	2,262	8	1,875
Pennsylvania	60,600	32,013	5,130	5,915	7	17,535
Rhode Island	12,660	10,355	563	717	3	1,022
South Carolina	33,734	18,392	8,900	2,269	48	4,125
South Dakota	6,171	3,175	462	476	782	1,276
Tennessee	36,610	21,886	6,156	2,514	333	5,721
Texas	106,789	79,613	7,985	4,379	71	14,741
Utah	11,367	8,208	370	619	5	2,165
Vermont	2,225	1,169	128	429	0	499
Virginia	43,155	27,038	3,198	3,329	86	9,504
Washington	38,589	25,715	7,819	2,141	20	6,894
West Virginia	10,740	6,007	1,134	1,537	2	2,060
Wisconsin	31,200	17,743	2,550	2,625	681	7,601
Wyoming	2,927	1,824	152	291	30	630
Puerto Rico	8,874	6,183	2,470	62	2	157
All Other	2,874	2,128	341	92	0	313

1/ See text paragraph IV. J. 1. a.

Appendix B, Table 16 (Cont.)

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CHAPTER 34

CUMULATIVE TRAINEES BY STATE

Based on Residence at Time of Application

	Ever Trained Through April 1975	Ever Trained Through April 1974 1/	New Entries from April 1974 to April 1975	
			Number	Percent of Cumulative through April 1975
GRAND TOTAL	5,657,265	4,791,115	866,150	15.3
U.S. - State Total	5,612,447	4,749,702	862,745	15.4
Alabama	99,808	81,527	18,281	18.3
Alaska	11,804	9,848	1,956	16.6
Arizona	79,431	65,771	13,660	17.2
Arkansas	45,698	38,426	7,272	15.9
California	857,219	722,405	134,814	15.7
Colorado	103,621	86,782	16,839	16.3
Connecticut	64,440	57,163	7,277	11.3
Delaware	15,706	12,238	3,468	22.1
District of Columbia	66,184	33,413	32,771	2/
Florida	205,704	171,455	34,249	16.6
Georgia	135,005	111,529	23,476	17.4
Hawaii	41,591	31,123	10,468	25.2
Idaho	21,945	19,099	2,846	13.0
Illinois	235,617	205,548	30,069	12.8
Indiana	107,736	92,894	14,842	13.8
Iowa	61,428	53,980	7,448	12.1
Kansas	62,490	54,283	8,207	13.1
Kentucky	72,813	58,267	14,546	20.0
Louisiana	85,395	73,468	11,927	14.0
Maine	26,249	21,131	5,118	19.5
Maryland	106,568	93,634	12,934	12.1
Massachusetts	125,172	109,247	15,925	12.7
Michigan	210,164	177,963	32,201	15.3
Minnesota	105,482	93,811	11,671	11.1
Mississippi	40,775	33,409	7,366	18.1
Missouri	127,363	102,972	24,391	19.2
Montana	21,916	19,057	2,859	13.0
Nebraska	45,387	40,308	5,079	11.2

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Appendix B, Table 37

THREE GI BILLS

DEPENDENCY STATUS FOR ALL VETERANS EVER TRAINED

Comparison for World War II, Korean Conflict, Post-Korean, Vietnam Era and Peacetime Post-Korean

	World War II (Ended)	Korean Conflict (Ended)	Post-Korean (Cumulative through April 1975) All Trainees	Post-Korean (Cumulative through April 1975) Trainees One-Half Time or More	Vietnam Era (Cumulative through April 1975) All Trainees	Vietnam Era (Cumulative through April 1975) Trainees One-Half Time or More	Peacetime Post-Korean (Cumulative through April 1975) All Trainees	Peacetime Post-Korean (Cumulative through April 1975) Trainees One-Half Time or More
Number of Veteran Trainees Trained Under GI Bills 1/	7,800,000	2,391,000	5,071,036	3,771,796	3,815,985	2,994,622	1,255,051	777,174
Not paid for dependents	3,595,800	1,099,860	2,392,718 2/	1,093,478	1,814,199 2/	992,836	578,519 2/	100,642
Percent 3/	46.1%	46.0%	47.2%	29.0%	47.5%	33.2%	46.1%	12.9%
Paid for one dependent	1,848,600	418,425	805,674	805,674	705,732	705,732	99,942	99,942
Percent 3/	23.7%	17.5%	15.9%	21.4%	18.5%	23.6%	8.0%	12.9%
Paid for two or more dependents	2,355,600	872,715	1,872,644	1,872,644	1,296,054	1,296,054	576,590	576,590
Percent 3/	30.2%	36.5%	36.9%	49.6%	34.0%	43.3%	45.9%	74.2%

1/ Service personnel excluded from all data.

2/ Includes trainees with dependents if they are enrolled in less than half-time training, correspondence schools, or flight training.

3/ Percentages may not add due to rounding.

CHAPTER 34

VETERANS IN TRAINING ON APRIL 30, 1975 AND APRIL 30, 1974

By Prior Educational Attainment by Type of Training

Prior Educational Attainment	April 30, 1975	April 30, 1974	Percent Change
TOTAL	1,697,979	1,448,393	17.2%
Not a high school graduate	172,282	129,096	33.5
High school graduate	1,218,569	1,034,915	17.7
One or more years of college	307,128	284,382	8.0
College	1,174,084	918,324	27.9
Not a high school graduate	72,412	41,651	73.9
High school graduate	847,406	643,441	31.7
One or more years of college	254,266	233,232	9.0
Other residence schools	194,297	158,949	22.2
Not a high school graduate	54,126	37,281	45.2
High school graduate	123,759	106,619	16.1
One or more years of college	16,412	15,049	9.1
On-job training	114,942	128,796	- 10.8
Not a high school graduate	12,557	13,031	- 3.6
High school graduate	91,362	104,187	- 12.3
One or more years of college	11,023	11,578	- 4.8
Correspondence	214,656	242,324	- 11.4
Not a high school graduate	33,187	37,133	- 10.6
High school graduate	156,042	180,668	- 13.6
One or more years of college	25,427	24,523	3.7

	Ever Trained Through April 1975	Ever Trained Through April 1974 1/	New Entries from April 1974 to April 1975	
			Number	Percent of Cumulative through April 1973
Nevada	18,079	14,650	3,429	19.05
New Hampshire	20,925	17,416	3,509	16.8
New Jersey	132,552	116,596	15,956	12.0
New Mexico	38,352	33,622	4,730	12.3
New York	409,658	362,603	47,055	11.5
North Carolina	143,031	112,939	30,092	21.0
North Dakota	22,273	19,160	3,113	14.0
Ohio	217,108	190,184	26,924	12.4
Oklahoma	81,999	69,992	12,007	14.6
Oregon	67,324	58,734	8,590	12.8
Pennsylvania	240,862	215,351	25,511	10.6
Rhode Island	30,899	25,256	5,643	18.3
South Carolina	82,643	64,912	17,731	21.5
South Dakota	19,705	16,617	3,088	15.7
Tennessee	102,877	83,757	19,120	18.6
Texas	327,436	273,332	54,104	16.5
Utah	35,429	31,156	4,273	12.1
Vermont	8,088	7,068	1,020	12.6
Virginia	135,560	112,765	22,795	16.8
Washington	146,645	123,193	23,452	16.0
West Virginia	35,460	30,626	4,834	13.6
Wisconsin	102,617	90,009	12,608	12.3
Wyoming	10,214	9,013	1,201	11.8
Puerto Rico	28,592	27,852	740	2.6
All Other	16,226	13,561	2,665	16.4

1/ Geographic distribution was revised after publication of Information Bulletin for April 1974 (DWB IB 20-74-3).

2/ See text paragraph IV. J. 1. a.

CHAPTER 34

PARTICIPATION RATE FOR VIETNAM ERA VETERANS BY STATE AND TYPE OF TRAINING

Cumulative Through April 1975

	Veteran Population	TRAINEES 2/ Number	Percent of Veteran Population: Total	College	Other Schools	On-Job Training	Correspondence 1/	Other Residence Schools 2/
GRAND TOTAL	7,520,000	3,815,985	50.7%	29.4%	16.1%	5.3%	7.7%	8.4%
U.S. - State Total	7,435,000	3,791,006	51.0	29.5	16.2	5.3	7.8	8.4
Alabama	106,000	66,782	63.0	33.2	23.9	5.9	5.2	18.7
Alaska	14,000	5,960	42.6	24.9	14.1	3.6	5.0	9.1
Arizona	78,000	53,283	68.3	46.7	15.	6.5	7.9	7.2
Arkansas	63,000	32,850	52.1	23.1	22.5	6.6	5.8	16.7
California	856,000	550,031	64.3	48.1	12.3	3.9	5.1	7.2
Colorado	103,000	62,842	61.0	38.2	18.2	4.6	9.4	8.8
Connecticut	111,000	46,612	42.0	22.3	11.8	7.9	6.5	5.3
Delaware	23,000	10,744	46.7	27.6	14.6	4.5	9.3	5.3
District of Columbia 3/	23,000	24,485	106.5	63.2	36.5	6.7	7.1	29.4
Florida	270,000	144,172	53.4	32.1	16.2	5.1	6.3	9.9
Georgia	180,000	94,764	52.6	22.9	24.0	5.7	5.7	18.3
Hawaii	31,000	20,435	65.9	40.0	16.2	9.8	6.8	9.4
Idaho	26,000	14,727	56.6	34.5	16.8	5.4	12.2	4.6
Illinois	370,000	172,989	46.8	26.7	15.1	5.0	8.5	6.6
Indiana	195,000	78,301	40.2	17.2	17.8	5.1	11.6	6.2
Iowa	96,000	44,896	46.8	21.7	20.5	4.5	11.3	9.2
Kansas	79,000	40,923	51.8	30.6	17.2	4.1	7.9	9.3
Kentucky	101,000	47,713	47.2	23.9	19.3	4.1	11.0	8.3
Louisiana	111,000	60,286	54.3	25.9	20.8	7.6	7.3	13.5
Maine	35,000	17,954	51.3	23.4	17.7	10.2	8.4	9.3
Maryland	163,000	70,778	43.4	25.8	12.8	4.8	6.5	6.3
Massachusetts	217,000	85,435	39.4	24.8	10.5	4.0	4.7	5.8
Michigan	312,000	155,114	49.7	28.4	16.5	4.8	10.4	6.1
Minnesota	158,000	78,223	49.5	22.9	19.5	7.2	7.2	12.3
Mississippi	54,000	27,835	51.5	27.0	17.7	6.8	6.7	11.0
Missouri	172,000	88,417	51.4	28.3	18.1	5.0	8.6	9.5
Montana	27,000	14,654	54.3	29.7	16.1	8.4	7.2	8.9
Nebraska	52,000	29,148	56.1	28.8	18.1	9.2	7.7	10.4

	Veteran Population	TRAINEES 2/ Number	Percent of Veteran Population					
			Total	College	Other Schools	On-Job Training	Correspondence 1/	Other Residence Schools 2/
Nevada	24,000	11,435	47.6%	27.0%	17.0%	3.7%	8.1%	8.9%
New Hampshire	34,000	13,594	40.0	21.2	11.0	7.8	6.8	4.2
New Jersey	245,000	91,517	37.4	20.0	12.7	4.6	6.7	6.0
New Mexico	36,000	24,938	69.3	38.4	25.6	5.3	10.5	15.1
New York	540,000	253,876	47.0	26.7	13.4	6.9	6.8	6.6
North Carolina	165,000	99,793	60.5	33.5	17.9	9.0	5.8	22.1
North Dakota	17,000	13,742	80.8	42.1	26.7	12.1	10.1	16.6
Ohio	386,000	159,487	41.3	20.7	16.1	4.5	10.2	5.9
Oklahoma	107,000	56,876	53.2	32.8	16.4	3.8	5.7	10.8
Oregon	97,000	49,605	51.1	34.7	11.3	5.2	5.8	5.5
Pennsylvania	416,000	176,496	42.4	18.5	18.2	5.6	10.9	7.3
Rhode Island	39,000	19,324	49.5	32.0	12.5	5.1	5.6	6.9
South Carolina	93,000	56,057	60.3	29.4	23.6	7.3	6.2	17.4
South Dakota	17,000	11,923	70.1	36.5	25.3	8.3	12.5	12.8
Tennessee	139,000	76,386	55.0	27.7	21.8	5.4	9.5	12.3
Texas	422,000	219,455	52.0	33.3	15.4	3.3	7.2	8.2
Utah	46,000	23,921	52.0	35.7	13.0	3.3	9.8	3.2
Vermont	18,000	6,096	33.9	15.1	10.4	8.4	6.9	3.5
Virginia	180,000	84,499	46.9	27.0	14.1	5.9	8.3	5.8
Washington	170,000	92,890	54.6	34.5	16.1	4.1	7.7	8.4
West Virginia	53,000	26,755	50.5	22.2	19.6	8.6	10.4	9.2
Wisconsin	153,000	73,175	49.1	24.4	19.0	5.7	11.6	7.4
Wyoming	12,000	6,813	56.8	34.7	15.0	7.1	10.1	4.9
Puerto Rico	40,000	17,264	43.2	27.3	14.6	1.3	1.0	13.6
ALL OTHERS 4/	45,000	7,715	17.1	14.2	2.2	0.8	1.0	1.2

1/ Correspondence trainees are also included in College or Other Schools, as appropriate.

2/ The Other Residence Schools percentage is derived by subtracting the correspondence percentage from the Other Schools percentage. This percentage will be slightly understated due to the small number of college level training contained in correspondence (about one percent).

3/ See text paragraph IV. J. 1. a.

4/ Area includes U.S. Possessions and outlying areas other than Puerto Rico and foreign countries.

5/ Excludes 586,229 service personnel.

Appendix B, Table 18 (Cont.)

CHAPTER 34

DEPENDENCY STATUS FOR VETERANS IN TRAINING - APRIL 1975

Comparison for Current GI Bill by Peacetime Post-Korean and Vietnam Era Veterans

	Total Current GI Bill Veterans		Peacetime Post-Korean Veterans		Vietnam Era Veterans	
	All Trainees	Trainees One-Half Time or More	All Trainees	Trainees One-Half Time or More	All Trainees	Trainees One-Half Time or More
TOTAL	1,697,979	1,429,561	324,595	254,668	1,373,384	1,174,893
Percent	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Not paid for dependents	600,869	332,451	88,339	18,404	512,530	314,047
Percent	35.4%	23.3%	27.2%	7.2%	37.3%	26.7%
Paid for one dependent	275,258	275,258	21,036	21,036	254,222	254,222
Percent	16.2%	19.3%	6.5%	8.3%	18.5%	21.6%
Paid for two or more dependents	821,852	821,852	215,220	215,220	606,632	606,632
Percent	48.4%	57.5%	66.3%	84.5%	44.2%	51.6%

Appendix B, Table 19

THREE GI BILLS

EDUCATIONAL LEVEL AT TIME OF APPLICATION FOR ALL VETERANS AND SERVICE PERSONNEL EVER TRAINED

Comparison for WW-II, Korean Conflict, Post-Korean Conflict and Categories of Post-Korean Conflict Training

	World War II (Ended)	Korean Conflict (Ended)	Post-Korean Conflict Trainees (Through April 1975)	Vietnam Era Veterans (Through April 1975)	Service Personnel (Through April 1975)	Peacetime Post-Korean (Through April 1975)
Number of Trainees Trained Under the GI bills	7,800,000	2,391,000	5,657,265	3,815,985	586,229	1,255,051
Percentage Distribution 1/						
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Less than high school	45.2	29.0	12.7	9.7	26.9	15.0
Four years of high school	38.5	44.5	67.1	70.9	52.0	62.6
One or more years of college	16.3	26.5	20.2	19.4	21.1	22.4
Median Educational Level	12.1 years	12.5 years	12.6 years	NA	NA	NA

1/ Percentages may not add due to rounding.

Appendix B, Table 22

CHAPTER 34

ALL PERSONS EVER IN TRAINING THROUGH APRIL 1975

Type of Training by Prior Educational Attainment

Prior Educational Attainment	Total	Percent	Type Training Entered: College	Other Residence Schools	On-Job	Correspondence
TOTAL	5,657,265	100.0%	2,999,904	1,070,641	457,163	1,129,557
Not a high school graduate	717,392	12.7	171,268	315,796	48,429	181,899
High school graduate	3,795,696	67.1	1,930,388	656,967	372,609	835,732
One or more years of college	1,144,177	20.2	898,248	97,878	36,125	111,926
Vietnam Era Veterans	3,815,985	100.0	2,205,946	635,962	396,601	577,476
Not a high school graduate	371,665	9.7	103,490	137,066	37,792	93,317
High school graduate	2,704,892	70.9	1,499,579	443,902	325,714	435,697
One or more years of college	739,428	19.4	602,877	54,994	33,095	48,462
Peacetime Post-Korean Veterans	1,255,051	100.0	631,609	247,684	60,562	315,196
Not a high school graduate	187,804	15.0	43,431	67,236	10,637	66,500
High school graduate	785,922	62.6	371,239	151,439	46,895	216,349
One or more years of college	281,325	22.4	216,939	29,009	3,030	32,347
Service Personnel	586,229	100.0	162,349	186,995	--	236,885
Not a high school graduate	157,923	26.9	24,347	111,494	--	22,082
High school graduate	304,882	52.0	59,370	61,626	--	183,686
One or more years of college	123,424	21.1	78,432	13,875	--	31,117

CHAPTER 34

PERCENTAGE DISTRIBUTION OF ALL PERSONS EVER IN TRAINING THROUGH APRIL 1975 1/

Type of Training by Prior Educational Attainment

Prior Educational Attainment	Total	Type Training Entered: College Level	Other Schools	On Job	Correspondence
TOTAL	100.0%	53.0%	18.9%	8.1%	20.0%
Not a high school graduate	100.0	23.9	44.0	6.8	25.4
High school graduate	100.0	50.9	17.3	9.8	22.0
One or more years of college	100.0	78.5	8.6	3.2	9.8
Vietnam Era Veterans	100.0	57.8	16.7	10.4	15.1
Not a high school graduate	100.0	27.8	36.9	10.2	25.1
High school graduate	100.0	55.4	16.4	12.0	16.1
One or more years of college	100.0	81.5	7.4	4.5	6.6
Peacetime Post-Korean Veterans	100.0	50.3	19.7	4.8	25.1
Not a high school graduate	100.0	23.1	35.8	5.7	35.4
High school graduate	100.0	47.2	19.3	6.0	27.5
One or more years of college	100.0	77.1	10.3	1.1	11.5
Service Personnel	100.0	27.7	31.9	—	40.4
Not a high school graduate	100.0	15.4	70.6	—	14.0
High school graduate	100.0	19.5	20.2	—	60.2
One or more years of college	100.0	63.5	11.2	—	25.2

1/ Percentages may not add due to rounding.

THREE GI BILLS

TOTAL NUMBER TRAINED, LEVEL OF TRAINING AND COST

Comparison for World War II, Korean Conflict, Post-Korean and Vietnam Era

(In Thousands)

	World War II (Ended)	Korean Conflict (Ended)	Post-Korean Total	Cumulative Through April 1975		
				Between Korea and Vietnam Era	Vietnam Era	
					Veterans	Service Personnel
TOTAL TRAINED	7,800	2,391	5,657	1,255	3,816	586
Percent	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
College	2,230	1,213	3,009	634	2,212	163
Percent	28.6%	50.7%	53.2%	50.5%	58.0%	27.8%
Other Schools	3,480	860	2,159	546	1,190	423
Percent	44.6%	36.0%	38.2%	43.5%	31.2%	72.2%
On-Job Training	1,400	223	457	61	396	-
Percent	17.9%	9.3%	8.1%	4.9%	10.4%	
Farm Training	690	95	32	14	18 1/	-
Percent	8.9%	4.0%	0.6%	1.1%	0.5%	
Cost (In Billions)	$ 14.5	$ 4.5	$ 14.6	-	-	-

1/ Cooperative Farm.

Appendix B, Table 25

THREE GI BILLS

COMPARISON OF PARTICIPATION RATES

After First One Hundred and Seven Months of Educational Assistance

	World War II June 1944 - End of Program	Korean Conflict Sept. 1952 - End of Program	Post-Korean June 1966 - April 1975 (107 Months)	Vietnam Era June 1966 - April 1975 (107 Months)
Veteran population	15,440,000	5,509,000	10,612,000	7,520,000
Total trained	7,800,000	2,391,000	5,657,265 [1]	4,402,214 [1]
Percent	50.5%	43.4%	53.3%	58.5%
School trainees	5,710,000	2,073,000	5,167,939	3,987,373
Percent	37.0%	37.6%	48.7%	53.0%
College	(2,230,000)	(1,213,000)	(3,009,174)	(2,374,775)
Percent	(14.4%)	(22.0%)	(28.4%)	(31.6%)
Other schools	(3,480,00)	(860,000)	(2,158,765)	(1,612,598)
Percent	(22.5%)	(15.6%)	(20.3%)	(21.4%)
On-job trainees	1,400,000	223,000	457,163	396,601
Percent	9.1%	4.0%	4.3%	5.3%
Farm trainees	690,000	95,000	32,163	18,240
Percent	4.5%	1.7%	0.3%	0.2%

[1] Includes 586,229 service personnel.

Appendix B, Table 26

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CHAPTER 35

DEPENDENTS EDUCATIONAL ASSISTANCE

Persons In Training - April 1975

	Total	Orphans	Children of 100% Disabled	Widows(ers)	Spouses of 100% Disabled	Children of Service Personnel Missing In Action	Spouses of Service Personnel Missing In Action
TOTAL	62,619	27,855	23,439	7,223	3,994	65	43
College	56,626	26,089	21,789	5,691	2,955	63	39
Graduate	2,196	737	714	511	228	0	6
Junior college	20,739	8,664	6,966	3,377	1,701	16	15
Other undergraduate	33,691	16,688	14,109	1,803	1,026	47	18
Schools other than college	5,659	1,588	1,526	1,516	1,023	2	4
Special restorative	28	15	11	0	2	--	--
On-job training	306	163	113	16	14	--	--

Appendix B, Table 27

CHAPTER 31

VOCATIONAL REHABILITATION FOR SERVICE-DISABLED VETERANS

Veterans In Training, April 1975

Type of Training	Trainees		
	Total	Full Time	Part Time
TOTAL	16,222	13,232	2,990
Percent	100.0%	81.6%	18.4%
College level	12,290	9,740	2,550
Percent	75.8%	60.1%	15.7%
Other schools	3,041	2,601	440
Percent	18.7%	16.0%	2.7%
On-job training	751	751	--
Percent	4.6%	4.6%	
Farm training	140	140	--
Percent	0.9%	0.9%	